

SACSA Companion Document SERIES

# South Australian Curriculum, Standards and Accountability Framework:

*the required elements*



Government of South Australia

Department of Education and  
Children's Services

## *foreword*

The SACSA Framework is the curriculum policy that educators use for planning and monitoring learner achievement in DECS preschools and schools. It describes the valued learning for all children and students in the children's services and public schooling system.

The Key Ideas and Outcomes in the SACSA Framework are the mandated elements of the curriculum. To assist educators to work with the SACSA Framework, the Key Ideas and Outcomes have been re-organised from the SACSA Overviews (or 'wall charts') into a booklet format. This booklet accompanies the SACSA Companion Document Series and forms the critical information for planning, monitoring and reporting on learner achievement. It provides a 'snapshot' of the required parts of the Framework in one handy format.

I commend this resource to you as a key document when using the SACSA Framework.

A handwritten signature in black ink, reading "Steve Marshall". The signature is fluid and cursive, with a large initial 'S'.

**Steve Marshall**

**CHIEF EXECUTIVE**



# Contents

General Introduction .....	4
Key Elements .....	5
Using this booklet .....	7
Scope and Standards Overview .....	8
Essential Learnings Overview .....	9
Planning Cycles using SACSA .....	10
Planning Learning and Assessment using the SACSA Framework .....	11
The Early Years Planning Cycle .....	12
Improvement Cycle: Improving Learning Outcomes .....	13
Overview of Key Ideas and Outcomes .....	14

## **Key Ideas and Outcomes Overviews**

Birth to Age 5 .....	16
Arts .....	18
Design and Technology .....	20
English .....	22
Health and Physical Education .....	28
Languages (Alphabetic) .....	30
Languages (Non-Alphabetic) .....	38
Languages (Australian Indigenous) .....	46
Mathematics .....	50
Science .....	56
Society and Environment .....	60

# General introduction

This booklet is provided to help support educators make effective use of the SACSA Framework. It is not intended to replace the existing SACSA folders but rather to provide an easy reference summary of all Key Ideas, Developmental Learning Outcomes, and Outcomes for each Learning Area at each Standard.

The Key Ideas and Outcomes have been re-organised in this booklet from the SACSA Overviews (or 'wall charts'), provided to educators in their SACSA folders. This booklet can be used by educators as an easy reference when using the Key Ideas and Outcomes in the SACSA Framework to:

- construct teaching and learning programs
- conduct assessment
- monitor learner progress, and
- report to learners and their families on learning progress.

The SACSA folders provide important additional information for educators to consider when designing their programs. For example, the Introduction to each Band describes the characteristics of that particular group of learners. Educators use this information when making choices about the pedagogies, resources, experiences and assessments that they will use when planning and programming for particular learners. The SACSA folders are much bigger than this booklet because they provide additional support material.

In the SACSA folders under each Key Idea in the Learning Areas are listed examples of important aspects of the Key Ideas that educators might consider when designing programs for their learners. Under the Outcomes in the Standards are examples of evidence that educators might see when learners are demonstrating their achievement of that particular Outcome.

The SACSA Companion Documents also provide ideas for some of the possible teaching, learning or assessment that might be involved in each Key Idea and Outcome at different year levels. These are also examples to support, not replace, educators' professional judgement and decision-making.

The SACSA Framework folders also incorporate new knowledge that was developing at that time about:

- how children learn,
- what is the important learning for all children for their future world, including the Essential Learnings and
- what effective teaching and assessment practice looks like that results in positive learning outcomes for all learners.

Understanding these 'intents' or key messages underpinning the SACSA Framework is important. The General Introduction of the SACSA Framework provides this important information about the key messages and theoretical underpinnings of the Framework.

A summary of some of this important information has been included on the following pages.

# Key elements

## What theory of learning underpins the Curriculum Framework?

### Constructivist learning

The South Australian Curriculum, Standards and Accountability Framework is based on constructivist theories of learning which view the learner as active in the process of taking in information, building knowledge and understanding and applying it in various contexts; in other words, of constructing their own learning.

'Constructivism' does not mean that 'anything goes'. The Key Ideas and Outcomes in the SACSA Framework provide the basis for educators to use constructivist approaches to teaching and learning which build on learners' prior knowledge and experience and engage them in purposeful, contextualised, challenging, relevant and inherently interesting learning activities to successfully develop their learning.

## What are the key elements of the Curriculum Framework?

### Curriculum Bands

The single framework is designed to support continuity of learning through all 4 Curriculum Bands from birth to year 12.

- Early Years Band (birth to Year 2)
- Primary Years Band (Years 3, 4 and 5)
- Middle Years Band (Years 6, 7, 8 and 9)
- Senior Years Band (Years 10, 11 and 12).

Band Introductions assist educators to consider in their curriculum planning the distinctive characteristics of learners and learning at particular stages in their education and care.

### Curriculum Scope

The Curriculum Scope is organised around Learning Areas through which Essential Learnings, Equity Cross-curriculum Perspectives and Enterprise and Vocational Education are interwoven.

The Key Ideas within each Learning Area contain the fundamental concepts of the Framework. They increase in complexity across the Curriculum Bands from Early Years to Senior Years. The Key Ideas are a required part of the Framework. Educators draw on support examples in the SACSA Framework folders, Companion Documents, other resources and their professional expertise to facilitate learners' explorations of the Key Ideas.

### Development Learning Outcomes

There are eight Development Learning Outcomes for learners in the first two phases of the Early Years Band of SACSA. They describe growth and development over time, they are broad, reflect holistic learning and work across the Learning Areas.

### Standards

The Standards in the Framework represent the expectations we have for learners. They provide a common reference point for educators to use in monitoring, judging and reporting on learner achievement over time.

Standards are also organised around Learning Areas in which Essential Learnings, Equity Cross-curriculum Perspectives and Enterprise and Vocational Education are interwoven. They are made up of sets of the Outcomes, each with examples of evidence. Outcomes are a required part of the framework. Educators use examples of evidence in the framework folders to assist understanding of the features and characteristics of performance at a particular Standard, and judgment of qualities of learner performance which provide evidence of achievement.

#### There are two types of Standards in the SACSA Framework:

1. Curriculum Standards 1 to 5 for reception to Year 10 learners. The Curriculum Standards are aligned with what we would generally expect learners to achieve towards the end of particular years of schooling:

Towards the end of year 2      Standard 1

Towards the end of year 4      Standard 2

Towards the end of year 6      Standard 3

Towards the end of year 8      Standard 4

Towards the end of year 10      Standard 5

Achievement of a Curriculum Standard means the learner has achieved all Outcomes in all strands for a particular Learning Area.

2. Year 12 Standards for senior secondary students. These include the use of externally accredited curriculum coupled with the Essential Learnings.

### Curriculum Accountability

**Curriculum Accountability is defined as the professional responsibility of educators, site leaders and state office personnel to:**

- provide a comprehensive account of learning and development in relation to the Developmental Learning Outcomes and achievement of the Curriculum Standards by learners
- explicitly account for the steps taken to improve learning outcomes for all groups of learners.

#### The key dimensions of Curriculum Accountability are:

- 1 Constructing a responsive curriculum, based on the SACSA Framework and on an understanding of the diversity of learners and their needs.
- 2 Providing ongoing feedback to learners and their families, based on a range of assessment strategies.
- 3 Implementing intervention and support programs, based on analyses of learner achievement data.
- 4 Reporting to learners, parents and caregivers, and the community, the learning Outcomes and Standards achieved.

# Using this booklet

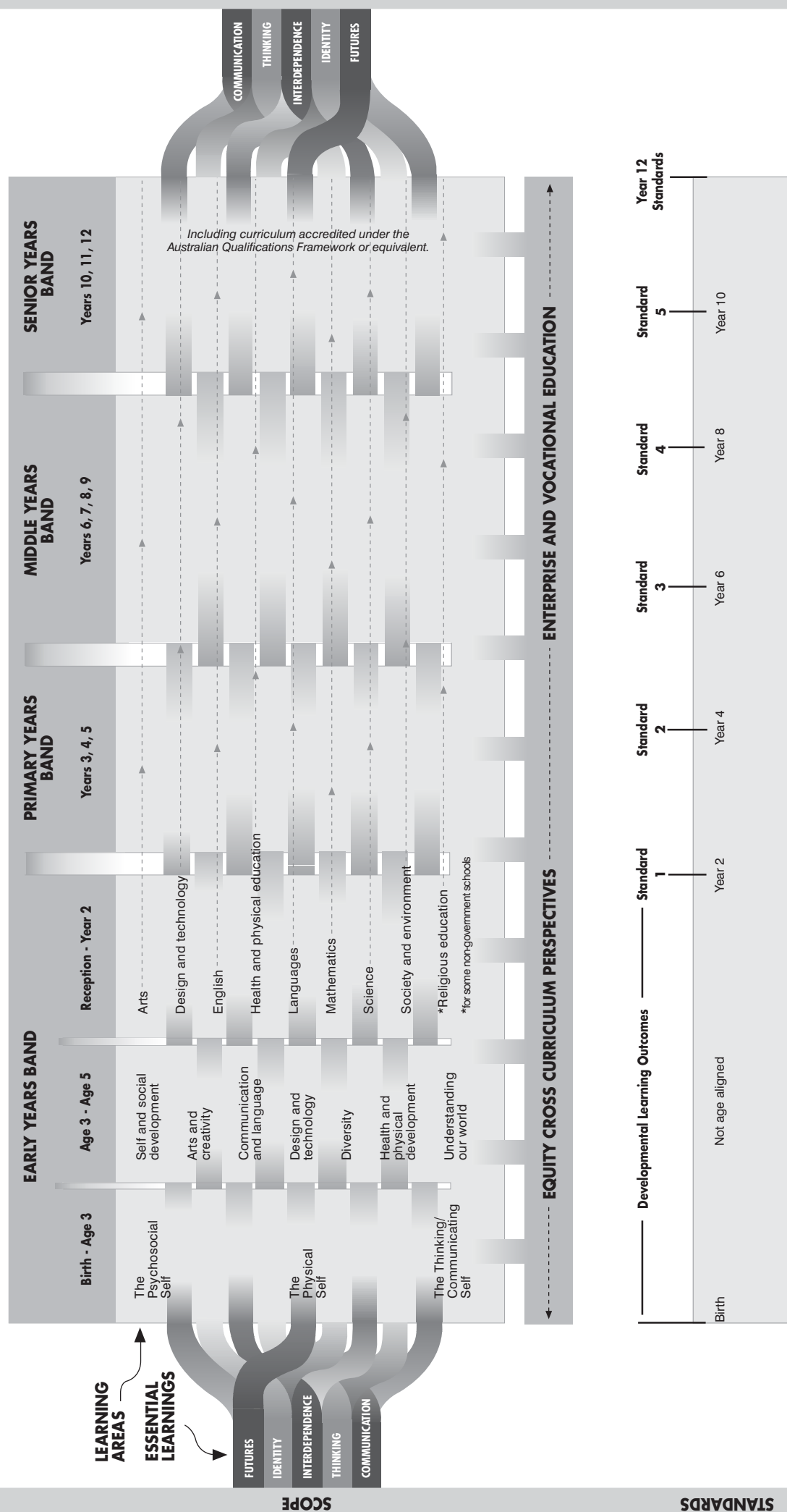
*Additional information to support the effective use of the SACSA Framework*

**The following pages provide additional information to support the effective use of the SACSA Framework:**

- Scope and Standards Overview (or “Tapestry”)
  - to support an understanding of the elements of the SACSA Framework and how they fit together
- Essential Learnings Overview
  - a summary of each of the five Essential Learnings that are interwoven within the Key Ideas and Outcomes
- Planning cycles using the SACSA Framework
  - a number of suggested process exemplars that educators could follow to incorporate all the elements of the SACSA Framework into their planning. For more planning cycles, see the Teaching and Assessing Guides on the SACSA website ([www.sacsa.sa.edu.au](http://www.sacsa.sa.edu.au))
- Improvement cycle: Improving learning outcomes
  - a continuous improvement cycle that can be used to monitor and improve outcomes for all groups of learners
- Overview of the Key Ideas and Outcomes.



# Scope and Standards Overview



# Essential Learnings: Overview

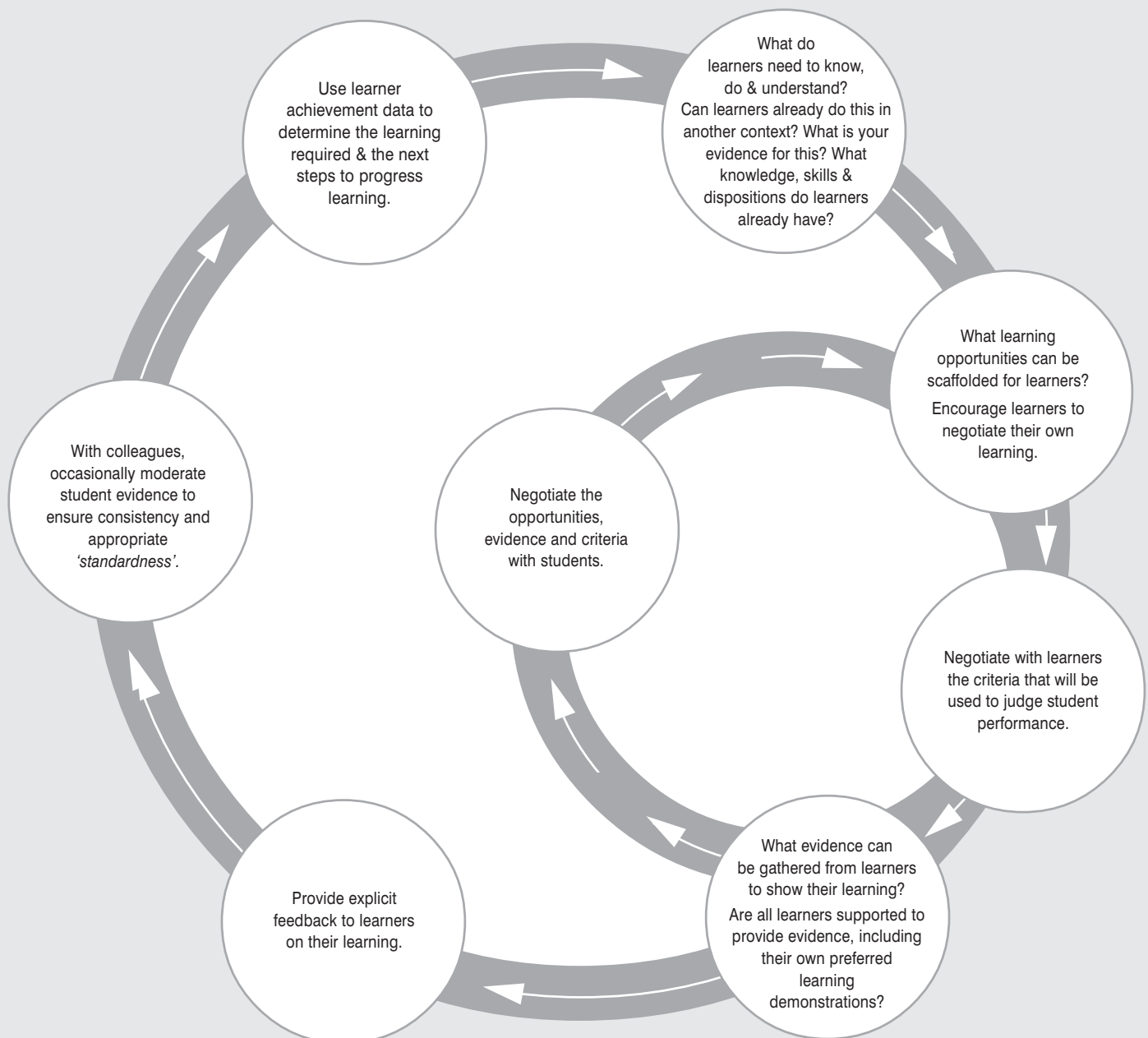
Essential Learnings are understandings, dispositions and capabilities which are developed through the Learning Areas and form an integral part of children's and students' learning from birth to Year 12 and beyond. They are resources which are drawn upon throughout life and enable people to productively engage with changing times as thoughtful, active, responsive and committed local, national and global citizens. Engaging with these concepts is crucial to enhancing the learning culture within and beyond schools/sites.

Essential Learnings	ASPECTS of Essential Learnings
<p><b>FUTURES</b></p> <p><b><i>What knowledge, skills and dispositions are required to maximise opportunities in creating preferred futures?</i></b></p> <p>Learners develop:</p> <ul style="list-style-type: none"> <li>a sense of optimism about their ability to actively contribute to shaping preferred futures</li> <li>capabilities to critically reflect on, plan and take action to shape preferred futures.</li> </ul>	
<p><b>IDENTITY</b></p> <p><b><i>What knowledge, skills and dispositions are required to critically understand self-identity, group-identity and relationships?</i></b></p> <p>Learners develop:</p> <ul style="list-style-type: none"> <li>a sense of personal and group identity</li> <li>capabilities to contribute to, critically reflect on, plan and take action to shape relationships.</li> </ul>	
<p><b>INTERDEPENDENCE</b></p> <p><b><i>What knowledge, skills and dispositions are required to critically understand the systems to which lives are connected and to participate positively in shaping them?</i></b></p> <p>Learners develop:</p> <ul style="list-style-type: none"> <li>a sense of being connected with their worlds</li> <li>capabilities to contribute to, critically reflect on, plan and take action to shape local and global communities.</li> </ul>	
<p><b>THINKING</b></p> <p><b><i>What knowledge, skills and dispositions are required to develop particular habits of mind, to create and innovate, and to generate solutions?</i></b></p> <p>Learners develop:</p> <ul style="list-style-type: none"> <li>a sense of power of creativity, wisdom and enterprise</li> <li>capabilities to critically evaluate, plan and generate ideas and solutions.</li> </ul>	
<p><b>COMMUNICATION</b></p> <p><b><i>What knowledge, skills and dispositions are required to construct and deconstruct meaning, and to critically understand the power of communication and its technologies?</i></b></p> <p>Learners develop:</p> <ul style="list-style-type: none"> <li>a sense of the power and potential of literacy, numeracy and information and communication technologies</li> <li>capabilities to critically reflect on and shape the present and future through powerful uses of literacy, numeracy and information and communication technologies.</li> </ul>	
	<p><b><i>This includes:</i></b></p> <ul style="list-style-type: none"> <li>understanding patterns and connections within systems</li> <li>understanding world views when analysing future challenges</li> <li>building scenarios of preferred futures</li> <li>demonstrating lifelong learning.</li> </ul>
	<p><b><i>This includes:</i></b></p> <ul style="list-style-type: none"> <li>understanding self, groups and others</li> <li>understanding the social construction of identities</li> <li>relating effectively to, and collaborating with, others regardless of their identities.</li> </ul>
	<p><b><i>This includes:</i></b></p> <ul style="list-style-type: none"> <li>understanding cultural and global connections, patterns and evolutions</li> <li>understanding what is needed for sustainable social and physical environments</li> <li>acting cooperatively to achieve agreed outcomes</li> <li>taking civic action to benefit community.</li> </ul>
	<p><b><i>This includes:</i></b></p> <ul style="list-style-type: none"> <li>using a wide range of thinking modes</li> <li>drawing on thinking from a range of times and cultures</li> <li>demonstrating enterprising attributes</li> <li>initiating enterprising and creative solutions for contemporary issues.</li> </ul>
	<p><b><i>This includes:</i></b></p> <ul style="list-style-type: none"> <li>understanding the complexity and power of language and data and their pivotal role in communication</li> <li>understanding how communication works</li> <li>making effective use of language, mathematical and information and communication technology tools</li> <li>using communication in a range of modes to achieve identified outcomes.</li> </ul>

# Planning Cycles using the SACSA Framework

There are many approaches to planning.

These approaches have been developed with educators and have been useful to many others.



# Designing learner-centred learning using the SACSA Framework

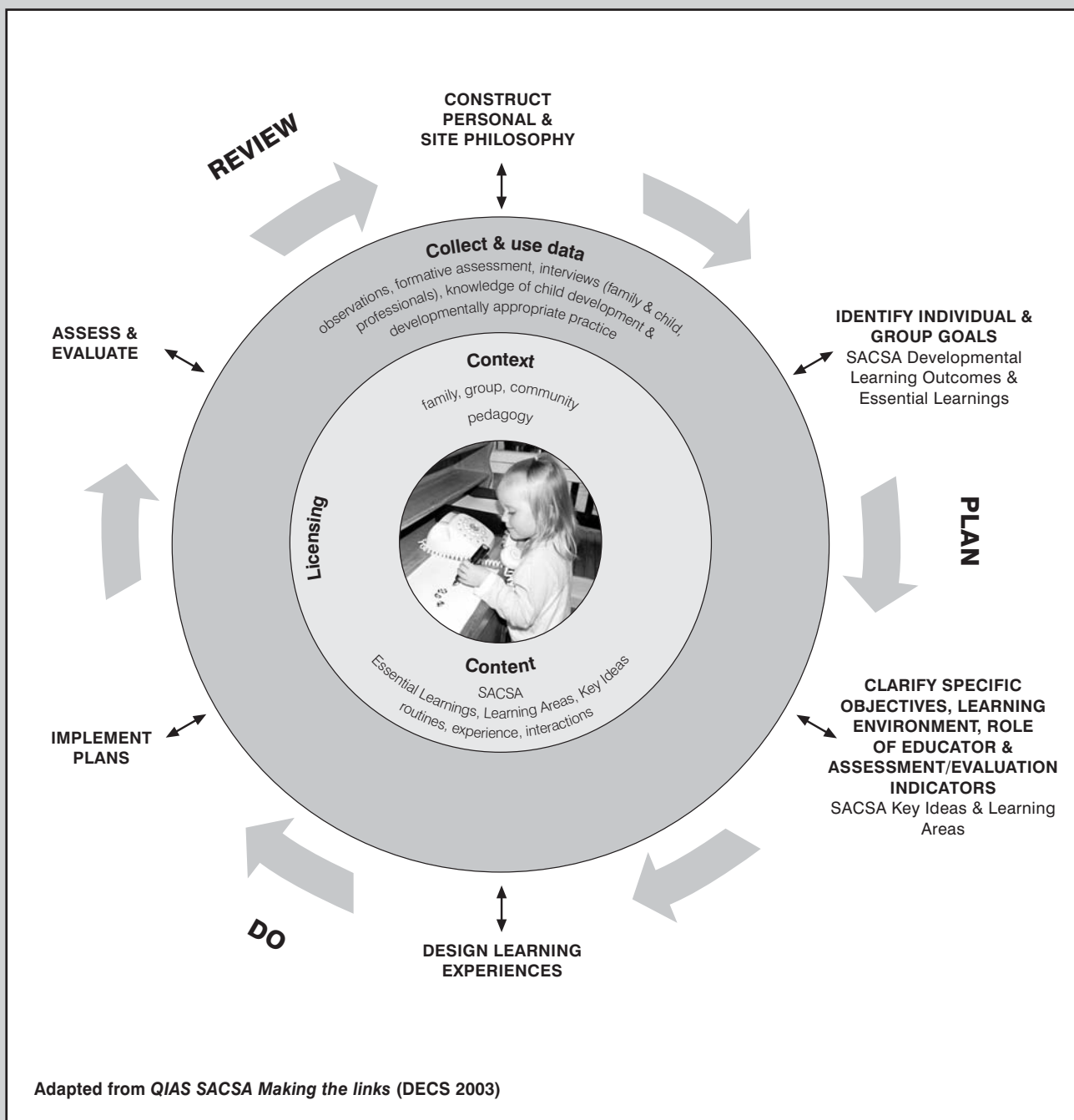
There are many approaches to planning learning and assessment that bring together all elements of the SACSA Framework. The framework below outlines just one way that supports a constructivist approach. Features include educators and learners working together as co-planners, personalised learning for individual learners, and every learner developing the personal resources for learning, earning and living, and contributing to the making of a fairer society.



# The Early Years Planning Cycle

Planning for children's learning and development is a cyclical process.

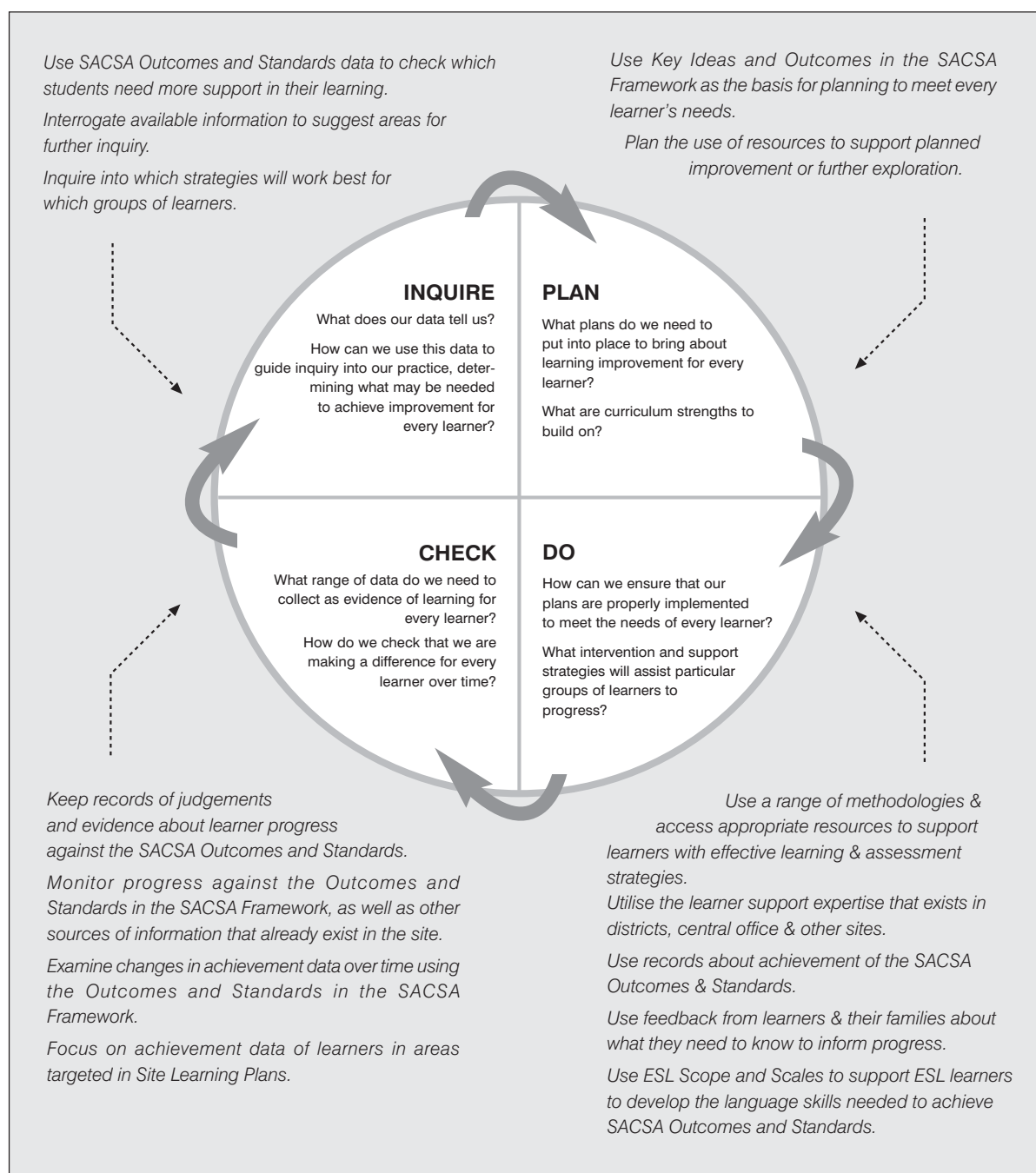
This approach shows an example of the process and its documentation.



# Improvement Cycle: Improving Learning Outcomes

Educators in schools, preschools and children's services work to achieve effectiveness and improvement. There are many tools or frameworks that sites use to guide and evaluate their progress towards objectives for improving learning outcomes. Quality improvement processes emphasise continuous improvement cycles such as shown in the diagram below. The SACSA Framework and associated resources can be used to support the continuous improvement cycle. Through an inquiry approach, educators and leaders can use different resources to examine and enhance improvements in learning outcomes for children and students at different stages of the cycle.

As educators and leaders work together through continuous improvement cycles, they can conduct their inquiry according to their local context and learners' needs. The example that follows shows the activities that may be undertaken to support inquiry at various stages of the improvement cycle.



# Overview of Key Ideas and Outcomes

The remainder of this booklet contains an easy reference summary of all the Key Ideas, Developmental Learning Outcomes and Outcomes for each Learning Area at each Standard.

Educators refer to this overview when planning for teaching, learning and assessment. Familiarity with the Key Ideas and Outcomes assists educators to maintain consistency between what is:

- taught and learned
- assessed
- reported.

# Key Ideas and Outcomes



## ► **BIRTH to AGE 3**

LEARNING AREAS	KEY IDEAS	DEVELOPMENTAL LEARNING OUTCOMES
<b>The psycho-social self</b>	<p><i>In partnership with educators in respectful and caring environments:</i></p> <p>Children form secure attachments developing close bonds with one and then more educators. <b>Id • In • KC4</b></p> <p>Children begin to develop trust in themselves and others and their environments. <b>F • Id • In • KC4</b></p> <p>Children construct a secure sense of self and a confident personal and group identity within their family, their communities and their out-of-home care. <b>Id • In</b></p> <p>Children develop self-awareness and a sense of being connected with others within the context of their environments. These connections foster increasing appreciation of caring relations and a basis for shared understandings. <b>F • In • KC4</b></p> <p>Children develop autonomy and a sense of agency, as well as dispositions and skills for self-regulation, decision-making and an understanding of their interdependence with others. <b>F • Id • In • T • KC4 • KC6</b></p> <p>Children explore and develop emotional wellbeing. <b>F • In • KC1</b></p> <p>Children begin to explore and develop understandings and strategies to effectively manage change. <b>F • KC1 • KC6</b></p>	<p><i>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways</i></p> <p><i>Children develop trust and confidence. <b>F • Id</b></i></p> <p><i>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></i></p> <p><i>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></i></p> <p><i>Children are intellectually inquisitive. <b>F • T • C</b></i></p> <p><i>Children develop a range of thinking skills. <b>F • T • C</b></i></p> <p><i>Children are effective communicators. <b>T • C</b></i></p> <p><i>Children develop a sense of physical wellbeing. <b>Id • In</b></i></p> <p><i>Children develop a range of physical competencies. <b>Id</b></i></p>
<b>The physical self</b>	<p><i>In partnership with educators in safe and planned environments:</i></p> <p>Children use their sensory capabilities with increasing integration, skill and purpose to connect with, perceive, explore and respond to their world. <b>Id • In • T • KC1 • KC2</b></p> <p>Children explore a range of movement patterns involving strength, body control and coordination for increasingly skilled voluntary actions. <b>Id • In • KC6</b></p> <p>Children develop balance for stability and movement and an awareness of their body in space, in order to move with purpose, safety and expression. <b>Id • In • T • KC1</b></p> <p>Children develop an awareness of their body's needs and their routines for food, relaxation, activity and sleep, and develop increasing independence in their personal care. <b>In • KC1</b></p>	
<b>The thinking and communicating self</b>	<p><i>In partnership with educators in language-rich and thoughtful environments:</i></p> <p>Children accept challenges to wonder and find answers in their natural and socially constructed environments. <b>F • T • C • KC6</b></p> <p>Children ask questions, wonder, and discover a range of ways to explore and find answers to problems. <b>F • T • KC6</b></p> <p>Children discover a range of ways to recognise, investigate, manipulate, use, represent and invent phenomena in their natural and constructed environments. <b>In • F • T • C • KC1 • KC2</b></p> <p>Children begin to develop concern for, and appreciation of, others and their environments. <b>F • In • KC4</b></p> <p>Children develop and use a wide range of both non-verbal and verbal communication to convey and construct meaning and share in the enjoyment of language. <b>In • C • KC1 • KC2</b></p>	

## ▶ AGE 3 to AGE 5

LEARNING AREAS	KEY IDEAS	DEVELOPMENTAL LEARNING OUTCOMES
<b>Self and social development</b>	<p>Children extend their sense of personal and group identity. <b>Id • In</b></p> <p>Children develop autonomy and a sense of agency. <b>Id • In • KC4 • KC6</b></p> <p>Children contribute in a variety of ways as members of groups. <b>Id • In • KC4</b></p>	<p><i>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways</i></p> <p>Children develop trust and confidence. <b>F • Id</b></p> <p>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></p> <p>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></p> <p>Children are intellectually inquisitive. <b>F • T • C</b></p> <p>Children develop a range of thinking skills <b>F • T • C</b></p> <p>Children are effective communicators. <b>T • C</b></p> <p>Children develop a sense of physical wellbeing. <b>Id • In</b></p> <p>Children develop a range of physical competencies. <b>Id</b></p> <p>.....</p> <p><i>The Birth to Age 5 Key Ideas and the Developmental Learning Outcomes complement and connect with the Reception to Year 2 Key Ideas and Curriculum Standards. Together they comprise the requirements for the Early Years Band. Reference to the Reception to Year 2 phase will support continuity in teaching and learning (see Learning Area overviews).</i></p>
<b>Arts and creativity</b>	<p>Children explore different arts forms including visual arts, drama, music, dance and media through symbolic and creative expression. <b>Id • T • C • KC2 • KC6</b></p> <p>Children develop processes, understandings and skills to support their artistic expression. <b>T • C • KC1</b></p> <p>Children interact with and respond to arts works. <b>In • C • KC2</b></p>	
<b>Communication and language</b>	<p>Children continue to acquire and are supported in the language of their homes, families and communities. <b>Id • In • C • KC2</b></p> <p>Children are purposeful and effective users of communication and language. <b>Id • C • KC2</b></p> <p>Children increase their understanding of the power and complexity of language and communication. <b>T • C • KC2</b></p>	
<b>Design and technology</b>	<p>Children examine, identify and critique processes, products and systems. <b>In • T • C • KC1</b></p> <p>Children use their imagination to generate ideas and participate in processes of design. <b>F • T • C • KC3 • KC6</b></p> <p>Children use materials, equipment and processes to design and develop products and systems. <b>In • T • C • KC3 • KC7</b></p>	
<b>Diversity</b>	<p>Children develop a respect for, and appreciation of, the diverse nature of their communities. <b>In • KC1</b></p> <p>Children begin to develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia. <b>In • KC1</b></p> <p>Children begin to recognise and question the way society privileges or excludes particular ways of knowing and being. <b>F • In • T • KC1</b></p> <p>Children learn to take action to bring about change for a just society. <b>F • In • T • KC4</b></p>	
<b>Health and physical development</b>	<p>Children extend their range of physical skills and strengthen their physical vitality. <b>Id</b></p> <p>Children develop understandings about their physical capabilities through individual and shared activities. <b>Id • In • KC1 • KC4</b></p> <p>Children begin to develop responsibility for their personal health and safety. <b>Id • In</b></p>	
<b>Understanding our world</b>	<p>Children develop a sense of responsibility for natural and social environments and an understanding that their world is shared. <b>F • In • KC1</b></p> <p>Children develop confidence through making sense of their world by thinking, acting and working scientifically. <b>Id • In • T • KC6</b></p> <p>Children develop and use mathematical skills and understandings to investigate their physical and social worlds, both natural and constructed. <b>In • T • KC1 • KC5</b></p>	

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: ARTS PRACTICE</b>			
<p>Children spontaneously express and communicate their feelings and ideas about the past, present and future through the images and forms they create. <b>F • Id • T • KC2 • KC6</b></p>	<p>Students explore representations of real and imagined experiences. They create, plan or shape new and/or existing arts works to express ideas, feelings and events related to personal, social and environmental futures in local and global communities. <b>F • Id • T • KC2 • KC3 • KC6</b></p>	<p>Students draw from thought, imagination, data and research, and the examination of social and cultural issues, to demonstrate personal aesthetic preference, and provide imaginative solutions and artistic responses to ideas and issues. <b>Id • T • KC1 • KC2</b></p>	<p>Students base their arts works on personal inspirations, ambitions, insight and foresight underpinned by research and reflection on contemporary arts practice and local, global, economic, social and cultural issues. They may demonstrate a preference to work in one of the major arts forms or to specialise in one aspect of an arts form. <b>Id • In • C • KC1</b></p>
<p>Children identify a range of concepts for each arts form, explore new arts skills, and experiment with a range of traditional and emerging techniques and technologies. They begin to understand how these can be used to explore ideas and generate solutions to problems within each arts form. <b>T • KC6 • KC7</b></p>	<p>Students experiment with ideas and think in concrete and abstract ways within each arts form to develop their knowledge of concepts; practise and collect evidence of their arts skills; engage in a range of techniques, and use technologies appropriate to each arts form. <b>T • C • KC1 • KC6 • KC7</b></p>	<p>Students develop knowledge of the styles, forms and conventions of each arts form; refine arts skills; apply appropriate techniques; explore, plan, organise and employ both creative and abstract thought in the production of arts works. <b>T • C • KC3 • KC6</b></p>	<p>Students work independently to develop their knowledge of styles, forms and conventions associated with each arts form. They demonstrate control of arts skills, integrate techniques, and develop effective operational use of technical equipment and other arts tools. They are discerning in their control of the technological aspects of arts practice, and engage in complex and critical thinking processes in the creation and re-creation of arts works. <b>T • C • KC7</b></p>
<p>Children develop a strong sense of purpose by performing/presenting with others and in teams. They explore relationships between arts works and audiences/viewers within each of the arts forms. <b>T • KC2 • KC6</b></p>	<p>Students explore, change and transfer methods of presentation for particular audiences/viewers by working cooperatively or in teams in production and performing groups with a focus on personal and group identity. <b>In • C • KC2 • KC4 • KC6</b></p>	<p>Students develop their capacity to interact effectively with people from a diversity of interests and abilities. They learn to work as individuals and as members of production/performance teams and to assume specific roles and responsibilities in the development and production of arts works which achieve particular responses from audiences/viewers. <b>In • T • C • KC2 • KC4</b></p>	<p>Students make choices according to their talents and preferences to specialise in one or more arts forms, or combinations thereof. They adopt different roles, individually or in teams, and responsibilities, as appropriate, at different stages in the creative process to present/perform effectively to a diversity of audiences/viewers/users. <b>In • C • KC2 • KC4</b></p>
<b>Strand: ARTS ANALYSIS AND RESPONSE</b>			
<p>Children engage in arts experiences and performances/presentations as audiences/viewers/users in a range of contexts for different purposes. <b>KC6</b> They gain understanding of the arts and use the variety of communication and thinking modes in each of the arts forms. <b>T • C • KC1 • KC2</b></p>	<p>Students learn through experience as audience/viewers to respond to and evaluate performances and/or presentations in each arts form and communicate their responses through verbal and non-verbal means. <b>T • C • KC1</b></p>	<p>Students learn to distinguish different genres and styles associated with the different arts forms. They employ processes for analysis and interpretation of style, genre and form of arts works, and communicate both reasoned and personal viewpoints in response to arts works. <b>In • T • C • KC1 • KC2</b></p>	<p>Students draw from independent research to make and justify choices for attendance/participation at/with performances/presentations/multimedia arts works. <b>In • T • KC1</b> They adopt multiple frames of reference and employ extensive, specialised arts language to critically analyse and compare their own arts works and those of others. <b>Id • T • C • KC1 • KC2</b></p>
<b>Strand: ARTS IN CONTEXT</b>			
<p>Children develop their understanding of the part played by arts works and artists in everyday life within immediate and local social and community contexts. They explore ways in which groups and cultures are connected within these contexts. <b>In • KC1</b></p>	<p>Students develop an understanding of arts works in the world around them and of the different styles and forms used in making these arts works by artists/performers working in contemporary times. They gain knowledge of the impact of social and cultural contexts on the form and style of these works and the purpose for which they have been made. <b>Id • In</b></p>	<p>Students examine and analyse their knowledge of a wide range of arts works, the arts industry and social influences to understand the impact of these on their own and their peers' work and that of Australian contemporary artists. <b>In • T • KC1</b></p>	<p>Students examine the work of a diversity of Australian contemporary artists/performers working in each arts form to understand the ways in which social attitudes, economic and local and national artistic traditions impact on arts practice. From a close analysis of, and/or contact with, contemporary Australian artists/performers, they learn about work in the arts industry and consider its potential for vocational pathways or as a community involvement. <b>F • In • T • KC1 • KC2 • KC6</b></p>
<p>Children talk and think about arts and cultures from other times and places, within each arts form, and how these have connected individuals and local and global communities. <b>In • KC1 • KC2</b></p>	<p>Students develop a sense of time and place based on knowledge gained of the histories and traditions associated with the arts practice of artists/performers from a diversity of cultures from across the world. <b>In • KC1</b></p>	<p>Students investigate the arts practices of a number of cultures across time to develop an understanding and appreciation of the cultural and global connections which are emerging as a result of social and technological change. <b>F • In • KC1</b></p>	<p>Students analyse and use knowledge of a diversity of cultures to make global connections through communication technologies and develop an understanding of a diversity of cross-cultural and traditional arts practices. <b>In • T • C • KC1 • KC7</b></p>
<p>★ The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
▼	Strand: ARTS PRACTICE				
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"><li>Children develop trust and confidence. <b>F • Id</b></li><li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li><li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li><li>Children are intellectually inquisitive. <b>F • T • C</b></li><li>Children develop a range of thinking skills. <b>F • T • C</b></li><li>Children are effective communicators. <b>T • C</b></li><li>Children develop a sense of physical wellbeing. <b>Id • In</b></li><li>Children develop a range of physical competencies. <b>Id</b></li></ul>	1.1 Confidently uses play and imagination to create/re-create arts works within each arts form. <b>Id • T • KC6</b>	2.1 Connects real and imagined experiences from the past, present and future, when creating/re-creating arts works within each arts form. <b>F • Id • KC1 • KC6</b>	3.1 Uses thought, imagination, research and experimentation to create/re-create arts works within each arts form that convey meaning about issues within their community. <b>Id • In • T • C • KC1 • KC2</b>	4.1 Explores arts practice and knowledge of style, form and genre, to create/re-create arts works within each arts form that present imaginative solutions and responses to ideas and issues. <b>Id • T • KC1 • KC6</b>	5.1 Uses imaginative thought, and an analysis of arts practice, styles, forms and genre to create/re-create arts works within each arts form that explore social, cultural and/or environmental issues. <b>Id • In • C • KC1 • KC6</b>
	1.2 Explores skills, techniques and technologies from each arts form and engages in activities specific to each arts form to produce arts works. <b>T • KC6 • KC7</b>	2.2 Demonstrates knowledge and skills specific to each arts form. Chooses appropriate techniques and technologies to complete work specific to one arts form or combinations thereof. <b>T • C • KC1 • KC3</b>	3.2 Selects, plans, and constructs arts works within each arts form using appropriate combinations of skills, techniques, processes, conventions and technologies. <b>T • C • KC1 • KC3</b>	4.2 Selects from, adapts, combines and refines appropriate conventions and technologies to create/re-create arts works that purposefully convey meaning and address intended function. <b>T • C • KC1 • KC3</b>	5.2 Draws from a repertoire of skills, and integrates a range of techniques, conventions and technologies to demonstrate innovative interpretations of, and solutions to, arts ideas. <b>T • C • KC7</b>
	1.3 Shares arts works from each arts form that express personal ideas and feelings and that convey meaning to known audiences/viewers. <b>Id • C • KC2</b>	2.3 Presents/performs arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration. <b>In • T • C • KC2</b>	3.3 Works as an individual or in groups to present/perform arts works from each arts form that demonstrate an awareness of social, ecological and/or cultural issues to particular audiences/viewers. <b>In • T • C • KC2 • KC4</b>	4.3 Works as an individual or in groups to refine and shape presentations/performances for a specific purpose and for different groups of audiences/viewers. <b>In • T • C • KC3 • KC4</b>	5.3 Works as an individual, or as a team member with a defined role, to share and appraise arts works within a chosen arts form that purposefully convey ideas and intentions to particular audiences/viewers. <b>In • C • KC2 • KC4</b>
	Strand: ARTS ANALYSIS AND RESPONSE				
	1.4 Distinguishes between the characteristic features of each arts form and responds to performance/presentation using appropriate communication modes. <b>T • C</b>	2.4 Demonstrates an understanding of the different messages and meanings communicated through performance/presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others. <b>Id • T • C • KC2</b>	3.4 Recognises different genres and styles, features and conventions of performance/presentation in each arts form, and uses appropriate arts language to articulate understanding and reflect personal preference. <b>Id • T • C • KC1</b>	4.4 Describes the purpose of a diversity of performances and presentations, recognises the values and beliefs embedded within each, and uses specialised arts terminology to communicate and explain personal preference. <b>T • C • KC2</b>	5.4 Draws from critical analysis, personal research and reviews to interpret and make meaning from arts works across each arts form, and uses extensively specialised arts language to provide informed opinion about these works. <b>In • T • C • KC3</b>
	Strand: ARTS IN CONTEXT				
1.5 Identifies examples of arts works from across each arts form that occur in everyday life within their own community and local environment. <b>Id • In • T • KC1 • KC6</b>	2.5 Understands the role artists/performers play in their own cultural life and discriminates between different features, characteristics and styles of works made by these artists/performers. <b>In • T • KC1</b>	3.5 Identifies the ways in which social and economic purposes influence those contemporary artists/performers who are working within their community in each of the arts forms. <b>Id • In • KC1</b>	4.5 Recognises directions in contemporary arts practice and investigates and explains the needs, interests and capabilities required by artists/performers to work in the arts industry. <b>F • Id • T • KC1</b>	5.5 Understands and explains the powerful influence that political, social, technological and economic factors have on the purposes and function of arts works made in contemporary times. <b>F • In • T • KC1 • KC2</b>	
1.6 Recognises arts works from across each arts form made by different cultural groups in both past and present times. <b>T • KC1</b>	2.6 Considers the different styles and forms of arts works from different cultural settings and identifies the purposes for which these arts works were made. <b>T • C • KC1</b>	3.6 Describes how their understanding of the artistic practice of individual artists/performers from different cultural groups impacts on their own arts works. <b>T • C • KC1 • KC2</b>	4.6 Uses understanding of changing social and cultural beliefs, values and attitudes on the form, style and purpose of arts works made by artists/performers in different cultural settings, to inform research and practical tasks. <b>In • T • KC1 • KC6 • KC7</b>	5.6 Conducts independent research, critically analyses and compares and contrasts arts works from different cultural settings and across arts forms, and communicates understandings in written and/or practical form. <b>In • C • KC1 • KC2 • KC7</b>	

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: CRITIQUING</b>			
Children develop understandings about people, diversity and the technological world, and learn to question by assessing their own and others' products, processes and systems. <b>T • KC1</b>	Students identify relationships between people, diversity and everyday products, processes and systems. They investigate design characteristics which shape, and are shaped by, these relationships and suggest why the particular design criteria may have been used. <b>In • T • KC1 • KC2</b>	Students analyse and explain the design decisions and thinking implicit in products, processes and systems made by themselves and others. They develop an initial understanding of the competitive nature of the designed and made world. <b>In • T • KC1 • KC2</b>	Students deconstruct technologies in order to expose the values which lie behind the intentions, design and manufacture of products, processes and systems. They critically examine the consequences of past technologies, and speculate on and explain the consequences of present and future technologies and their capacities to shape human existence. <b>F • In • T • KC1 • KC2</b>
<b>Strand: DESIGNING</b>			
Children recognise and use different ways of thinking, planning and preparing that are helpful in achieving and presenting their designs. They learn that by designing it is possible to effect change. <b>F • T • C • KC1 • KC2 • KC3</b>	Students learn a range of specific design skills, which help them to design more effectively and develop their thinking and capacity to effect change. <b>F • T • KC3</b>	Students understand and value the combining of different design skills in order to create personal strategies to become better designers of culturally, environmentally and socially defensible products, processes and systems. <b>F • In • KC6</b>	Students are self-managing designers who bring together experience, self-knowledge and appropriate design strategies to create ethically defensible products, processes and systems. <b>Id • In • T • KC1 • KC6</b>
Children use different strategies, including using a range of technologies, for successfully reflecting on, communicating and expressing to others their design ideas and thinking. <b>Id • T • C • KC1 • KC2 • KC6 • KC7</b>	Students reflect on their own work by clarifying and communicating their design ideas and their thinking and planning for products, processes and systems. They use effective design communication methods, including appropriate digital and electronic technologies. <b>T • C • KC2 • KC7</b>	Students use a full range of communication skills and techniques in the design field, including information and communication technologies, to document and communicate effectively their design thinking, ideas and proposals. <b>T • C • KC2 • KC7</b>	Students communicate their design thinking and proposals effectively, efficiently and at a standard approaching community or industry practice. <b>T • C • KC2 • KC3 • KC7</b>
<b>Strand: MAKING</b>			
Children develop confidence in their capacity to use materials and equipment to make products, processes and systems and, in so doing, reflect on how they work. <b>T • KC1 • KC6 • KC7</b>	Students learn techniques and demonstrate competence in using a broad range of materials and equipment for making products, processes and systems. They reflect on how they work with the equipment and materials they use and, in so doing, improve their practice. <b>Id • T • KC7</b>	Students demonstrate skills in creating products, processes and systems that achieve consistent production outcomes. They apply these skills in enterprising and empowering ways to personal and group situations. <b>In • T • KC4 • KC6</b>	Students demonstrate skills that empower them creatively and independently to solve problems involved in making sophisticated products, processes and systems which approach community and industry standards. <b>Id • In • T • KC6</b>
Children analyse and explain the uses and potential of equipment and materials. They recognise that a range of resources can be used to accomplish their ideas and to (re)shape their world. <b>F • C • KC1 • KC2 • KC7</b>	Students identify, explain and value the characteristics and uses of a range of materials and equipment. They use this knowledge when critiquing their own and others' designs for products, processes and systems. <b>In • C • KC1 • KC2</b>	Students apply their knowledge of the characteristics of materials and equipment when creating solutions and designing to meet criteria related to function, aesthetics, sustainability and production. <b>F • In • KC3 • KC6</b>	Students make discriminating and responsible use of materials and equipment to create sustainable products. They use the knowledge gained to conceptualise, communicate and act for more ethical resource use in the wider community. <b>F • In • C • KC2 • KC7</b>
Children analyse the importance of organisation and safety rules, in order to use resources well and consider the personal and social responsibilities involved when working with others. <b>In • C • KC1 • KC4</b>	Students understand, give reasons for, and manage equipment and resources responsibly and effectively, and work in ways which respect diverse personal and social identities. <b>Id • In • KC3 • KC7</b>	Students describe and communicate principles of good resource management and duty of care, and integrate them into socially and environmentally sustainable designing and making practice. <b>F • In • C • KC2 • KC3</b>	Students manage their designing and making activities independently, successfully and with sensitive duty of care in their interactions with others. They are able to transfer this knowledge to new contexts and situations. <b>F • Id • In • KC4</b>
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			




Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: CRITIQUING</b>				
	1.1 Makes judgments about the significance of different characteristics of products, processes and systems made by themselves and others. <b>T • KC1</b>	2.1 Identifies a range of ways in which the design of everyday products, processes and systems is related to those who use them. <b>In • T • KC1</b>	3.1 Describes the significance to diverse groups of people of the various criteria used in the design of particular products, processes and systems. <b>In • T • KC2</b>	4.1 Explains the decisions and choices made in designed and manufactured products, processes and systems and identifies alternative possibilities. <b>In • T • KC2 • KC6</b>	5.1 Examines critically the competing values embodied in designed products, processes and systems, clarifies relationships amongst people, products and quality of life and presents ethical analyses of various possible technological futures. <b>F • In • T • KC1</b>
	<b>Strand: DESIGNING</b>				
	1.2 Demonstrates an initial variety of design practices and recognises design as a tool for change. <b>F • T • C • KC6</b>	2.2 Develops a range of design skills and uses them to effect change. <b>F • T • KC3</b>	3.2 Understands and uses the relationship between different design skills to become better designers. <b>F • In • KC1</b>	4.2 Integrates design skills to create personal strategies for designing culturally and socially defensible products, processes and systems. <b>F • In • KC6</b>	5.2 Independently generates and manages design strategies to create ethically defensible products, processes and systems. <b>Id • In • T • KC3 • KC6</b>
	1.3 Shares a variety of ways of communicating their design ideas and thinking. <b>T • C • KC2</b>	2.3 Uses a range of communication forms and technologies, as a means of self-reflection and to describe their design ideas, thinking and planning. <b>T • C • KC2 • KC7</b>	3.3 Selects appropriate communication forms and technologies to document and convey clearly design ideas, thinking and organisation. <b>T • C • KC2</b>	4.3 Demonstrates skills in using a broad range of recognised communication forms and technologies to convey design thinking. <b>T • C • KC1</b>	5.3 Demonstrates high level skills approaching community or industry practice in effectively recording and communicating their design thinking. <b>T • C • KC2</b>
	<b>Strand: MAKING</b>				
	1.4 Acts confidently through using materials and equipment to make products, processes and systems. <b>T • KC7</b>	2.4 Demonstrates effective use of a broad range of materials and equipment, and reflects on their personal interaction with resources they use. <b>Id • T • KC7</b>	3.4 Demonstrates skills and confidence in creating products, processes and systems which respect personal and collective identities. <b>Id • T • KC6</b>	4.4 Effectively uses, in personally and inter-personally appropriate ways, a range of skills that achieve consistent production outcomes. <b>Id • T</b>	5.4 Demonstrates specialised skills to create, independently and in teams, products, processes and systems approaching community and industry standards. <b>In • T • KC4</b>
	1.5 Explores current and alternative uses of materials and equipment in creating products, processes and systems. <b>F • C • KC1</b>	2.5 Identifies the characteristics of a range of materials and equipment, and explains the relationship of those characteristics to designed and made products, processes and systems. <b>In • C • KC2</b>	3.5 Investigates the characteristics of materials and equipment used in design and production in order to achieve sustainability. <b>F • In • KC7</b>	4.5 Evaluates materials and equipment in order to meet principles of function, aesthetics and sustainability. <b>F • In • KC1</b>	5.5 Defends and applies choices made in using particular materials and equipment to create sustainable products, processes and systems. <b>F • In • C • KC2</b>
	1.6 Understands the importance of simple organisation and safety issues in terms of their consciousness of people and fairness. <b>Id • In • KC1</b>	2.6 Identifies the reasons for managing resources effectively and for working in personally and socially safe and responsible ways. <b>Id • In • KC1</b>	3.6 Identifies and articulates a range of responsible strategies for managing resources and working safely. <b>F • In • C • KC2 • KC3</b>	4.6 Analyses and applies the principles of good resource management, sustainability and duty of care in their design and making practice. <b>F • In • KC3</b>	5.6 Integrates the principles of good resource management and duty of care when creating sustainable products, processes and systems and assembles effective arguments to defend these principles. <b>F • Id • In • C • KC2 • KC3</b>

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: TEXTS AND CONTEXTS</b>			
Children discuss reactions, and identify main ideas and information, when <b>listening</b> to a range of texts. <b>KC1 • KC2</b> With an awareness of purpose, they produce a range of spoken texts in order to communicate their ideas and feelings to a familiar audience. <b>Id • T • C • KC2</b>	Students understand and respond to the ideas and viewpoints of others, and extract specific information when <b>listening</b> to a range of texts. They produce an increasing range of spoken texts about topics and issues of interest, and interact with audiences for particular purposes in schools and the community. <b>T • C • KC2</b>	Students respond to increasingly complex ideas and information and examine diversity of opinion when <b>listening</b> to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences. <b>T • C • KC2 • KC6</b>	Students analyse connections between purpose, context and audience when critically <b>listening</b> to a range of complex texts. They plan and produce a range of sophisticated spoken texts about topical and future issues to influence and inform local and global communities. <b>In • T • C • KC1 • KC2 • KC3</b>
Children discuss reactions, and identify main ideas and information, when listening to a range of texts. <b>KC1 • KC2</b> With an awareness of purpose, they produce a range of <b>spoken</b> texts in order to communicate their ideas and feelings to a familiar audience. <b>Id • T • C • KC2</b>	Students understand and respond to the ideas and viewpoints of others, and extract specific information when listening to a range of texts. They produce an increasing range of <b>spoken</b> texts about topics and issues of interest, and interact with audiences for particular purposes in schools and the community. <b>T • C • KC2</b>	Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of <b>spoken</b> texts about topics and issues for a wide range of audiences. <b>T • C • KC2 • KC6</b>	Students analyse connections between purpose, context and audience when critically listening to a range of complex texts. They plan and produce a range of sophisticated <b>spoken</b> texts about topical and future issues to influence and inform local and global communities. <b>In • T • C • KC1 • KC2 • KC3</b>
Children recognise the range of experiences and views shared by people as they <b>read, view</b> and critically interpret different visual and written texts containing familiar and new content, language and text structures. <b>T • KC1</b>	Students identify different interpretations of symbolic meanings and stereotypes as they <b>read, view</b> and critically interpret a range of visual, multimodal and written texts that contain familiar content and some unfamiliar language. <b>T • C • KC1</b>	Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues. <b>F • In • T • C • KC1</b>	Students critically analyse multiple views of the past, present and future as they <b>read, view</b> and interpret a range of visual, multimodal and written texts which contain complex ideas and different perspectives on local and global community issues. <b>F • Id • In • T • KC1 • KC6 • KC7</b>
Children recognise some of the purposes and advantages of <b>writing</b> as they express feelings, ideas, information and imagination within written texts. <b>T • C • KC1 • KC2</b>	Students compose a range of <b>written</b> texts which contain some interrelated ideas and information about familiar topics. They understand that certain text types are associated with particular purposes and audiences and adjust writing accordingly. <b>T • C • KC2</b>	Students choose and compose a range of <b>written</b> texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing. <b>In • T • C • KC2 • KC3</b>	Students examine different perspectives about challenging local and global issues as they plan and compose a range of <b>written</b> texts. They critically analyse their own written texts for context, purpose and audience. <b>In • T • KC1 • KC2 • KC3</b>
PLEASE NOTE: The first Key Idea in each Strand in English describes the scope of learning in <b>listening</b> and <b>speaking</b> . This Key Idea corresponds to two Outcomes, one describing <b>listening</b> achievement and one describing <b>speaking</b> achievement. The first Key Idea on this page has been repeated to show its correspondence with the two Outcomes on the opposite page.			
<div>           * The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.         </div>			

<b>Developmental Learning Outcomes</b> Birth–Age 3 & Age 3–Age 5	<b>At Standard 1,</b> towards the end of Year 2, the child:	<b>At Standard 2,</b> towards the end of Year 4, the student:	<b>At Standard 3,</b> towards the end of Year 6, the student:	<b>At Standard 4,</b> towards the end of Year 8, the student:	<b>At Standard 5,</b> towards the end of Year 10, the student:
▼	<b>Strand: TEXTS AND CONTEXTS</b>				
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<p>1.1 Listens to a range of texts to identify feelings, main ideas and events. <b>T • C • KC1</b></p> <p>1.2 Produces a range of spoken texts that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts. <b>T • C • KC2</b></p> <p>1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences. <b>Id • T • KC1</b></p> <p>1.4 Composes a range of texts that include topics of personal interest and some related ideas, and that can be understood by others. <b>In • T • C • KC2</b></p>	<p>2.1 Listens to a range of texts to identify specific information about familiar topics and to respond to others' views. <b>T • C • KC1</b></p> <p>2.2 Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes. <b>Id • In • C • KC2</b></p> <p>2.3 Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. <b>T • C • KC1</b></p> <p>2.4 Composes a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts. <b>T • C • KC2</b></p>	<p>3.1 Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience. <b>T • C • KC2</b></p> <p>3.2 Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences. <b>In • T • C • KC2</b></p> <p>3.3 Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts. <b>In • T • KC1</b></p> <p>3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context. <b>Id • T • C • KC2</b></p>	<p>4.1 Listens to a range of texts to examine Key Ideas and diverse opinions and to understand the effect of purpose, context and audience. <b>Id • T • C • KC2</b></p> <p>4.2 Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences. <b>In • T • C • KC2</b></p> <p>4.3 Reads and views a range of texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world. <b>In • T • KC1</b></p> <p>4.4 Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts. <b>Id • C • KC2</b></p>	<p>5.1 Listens to a range of texts to analyse and compare complex ideas and diverse opinions and judge the effect of the interrelationship between context, purpose and audience. <b>In • T • C • KC1</b></p> <p>5.2 Produces a range of spoken texts about specialised topics and current and future issues, and speaks appropriately in different contexts and for a variety of purposes and audiences. <b>F • C • KC2</b></p> <p>5.3 Reads and views a range of texts containing challenging ideas and issues and multiple views of the past, present and future and examines some relationships between texts, contexts, readers and producers of texts. <b>F • In • T • KC6</b></p> <p>5.4 Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience. <b>In • T • C • KC1</b></p>



*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
Strand: <b>LANGUAGE</b>			
<p>Children <b>listen</b> to and interact with familiar audiences for different purposes and in different contexts, and learn about some aspects of spoken language. They produce spoken texts, experimenting with language to communicate with a range of audiences in the home, school and community. <b>T • C • KC2</b></p> <p>Children listen to and interact with familiar audiences for different purposes and in different contexts, and learn about some aspects of spoken language. They produce <b>spoken</b> texts, experimenting with language to communicate with a range of audiences in the home, school and community. <b>T • C • KC2</b></p> <p>Children <b>read, view</b> and interpret texts, drawing on the support of proficient readers as required. They identify and talk about some language features of written and visual images. <b>T • C • KC1 • KC2</b></p> <p>Children produce <b>written</b> texts, drawing on the support of proficient writers as required. They identify and talk about some basic features of written texts and visual images. <b>T • C • KC1 • KC2</b></p>	<p>Students <b>listen</b> to and interact with familiar and some unfamiliar audiences for a wider range of purposes and contexts, and learn about several aspects of spoken language. They produce a variety of spoken texts, developing confidence and increasing proficiency in the use of language as they communicate with a wider range of school and community audiences. <b>Id • C • KC2</b></p> <p>Students listen to and interact with familiar and some unfamiliar audiences for a wider range of purposes and contexts, and learn about several aspects of <b>spoken</b> language. They produce a variety of spoken texts, developing confidence and increasing proficiency in the use of language as they communicate with a wider range of school and community audiences. <b>Id • C • KC2</b></p> <p>Students <b>read, view</b> and interpret a range of texts about familiar and some unfamiliar topics with increasing independence and understanding. They identify, predict and evaluate the language features of written and visual texts, and discuss their effect on the reader. <b>T • C • KC1</b></p> <p>Students plan and compose, with increasing independence, a range of texts about familiar, new and imaginary experience. They demonstrate knowledge about, and increasing control of, language choices in <b>written</b> texts. <b>Id • T • C • KC3</b></p>	<p>Students <b>listen</b> to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences. <b>In • T • C • KC2</b></p> <p>Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of <b>spoken</b> language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences. <b>In • T • C • KC2</b></p> <p>Students independently <b>rread, view</b> and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings. <b>In • T • C • KC1 • KC2</b></p> <p>Students plan and <b>compose</b>, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media. <b>T • C • KC2 • KC3</b></p>	<p>Students <b>listen</b> to and interact with diverse audiences in many contexts and media, and learn about and critically analyse aspects of spoken language. They produce a variety of spoken texts demonstrating control and manipulation of language as they communicate with a wide range of community and global audiences. <b>In • T • C • KC1 • KC2</b></p> <p>Students listen to and interact with diverse audiences in many contexts and media, and learn about and critically analyse aspects of spoken language. They produce a variety of <b>spoken</b> texts demonstrating control and manipulation of language as they communicate with a wide range of community and global audiences. <b>In • T • C • KC1 • KC2</b></p> <p>Students <b>read, view</b> and interpret a broad range of texts dealing with abstract themes and issues. They analyse and discuss how patterns of linguistic and visual choices contribute to the construction of possible worlds and cultural values in written, visual and multimodal texts. <b>F • In • T • C • KC1 • KC2 • KC7</b></p> <p>Students plan and <b>compose</b> a comprehensive range of more detailed texts, dealing with complex themes and issues. KC2 KC3 They demonstrate critical awareness of and competent control of language choices in texts in different modes and media. <b>In • T • C</b></p>
<p>PLEASE NOTE: The first Key Idea in each Strand in English describes the scope of learning in <b>listening</b> and <b>speaking</b>. This Key Idea corresponds to two Outcomes, one describing <b>listening</b> achievement and one describing <b>speaking</b> achievement. The first Key Idea on this page has been repeated to show its correspondence with the two Outcomes on the opposite page.</p>			
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

<b>Developmental Learning Outcomes</b> Birth–Age 3 & Age 3–Age 5	<b>At Standard 1,</b> towards the end of Year 2, the child:	<b>At Standard 2,</b> towards the end of Year 4, the student:	<b>At Standard 3,</b> towards the end of Year 6, the student:	<b>At Standard 4,</b> towards the end of Year 8, the student:	<b>At Standard 5,</b> towards the end of Year 10, the student:
	<b>Strand: LANGUAGE</b>				
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<p>1.5 Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts. <b>Id • T • C • KC2</b></p> <p>1.6 Experiments with language when producing spoken texts for a range of school and community audiences. <b>T • C • KC2 • KC6</b></p> <p>1.7 Identifies and talks about some features of written language and visual images when reading and viewing a range of texts. <b>T • C • KC1</b></p> <p>1.8 Experiments with aspects of language when planning and composing a range of texts about familiar experience. <b>Id • C • KC3 • KC6</b></p>	<p>2.5 Identifies and discusses aspects of spoken language when listening and responding to texts in a range of contexts. <b>Id • C • KC2</b></p> <p>2.6 Uses some aspects of language when producing a variety of spoken texts for a range of school and community audiences. <b>In • C • KC2</b></p> <p>2.7 Identifies and interprets features of written language and visual images when reading and viewing with increasing independence and understanding a range of texts about less familiar topics. <b>T • C • KC1</b></p> <p>2.8 Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience. <b>Id • T • C • KC3</b></p>	<p>3.5 Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts. <b>T • C • KC1 • KC2</b></p> <p>3.6 Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. <b>Id • T • C • KC2</b></p> <p>3.7 Identifies and evaluates features of written language and visual images when reading and viewing independently, a range of texts about familiar and unfamiliar topics. <b>T • C • KC1</b></p> <p>3.8 Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience. <b>Id • T • C • KC3</b></p>	<p>4.5 Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts. <b>T • C • KC1</b></p> <p>4.6 Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences. <b>Id • T • C • KC2</b></p> <p>4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues. <b>In • T • C • KC1</b></p> <p>4.8 Controls and adjusts most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues. <b>T • C • KC3 • KC7</b></p>	<p>5.5 Shows understanding of the interrelationships between aspects of spoken language when listening and responding to texts in an extended range of contexts. <b>C • KC1</b></p> <p>5.6 Manipulates language when producing a variety of spoken texts appropriate for an extended range of school and community audiences. <b>In • C • KC2</b></p> <p>5.7 Identifies and critically appraises combinations of features in texts when reading and viewing a broad range of texts dealing with abstract themes and sociocultural values. <b>In • T • C • KC1</b></p> <p>5.8 Manipulates and critically appraises language choices when planning and composing a comprehensive range of texts dealing with abstract themes and cultural values. <b>In • T • C • KC1 • KC3</b></p>

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
Strand: <b>STRATEGIES</b>			
<p>Children receive and share meanings as they experiment with strategies for <b>listening</b> attentively to a range of spoken texts in order to identify ideas and interpret others' views. They communicate personal ideas and opinions by experimenting with strategies for planning, composing and presenting spoken texts in familiar community situations.</p> <p><b>Id • T • C • KC1 • KC2 • KC3 • KC4 • KC6</b></p> <p>Children receive and share meanings as they experiment with strategies for listening attentively to a range of spoken texts in order to identify ideas and interpret others' views. They communicate personal ideas and opinions by experimenting with strategies for planning, composing and presenting <b>spoken</b> texts in familiar community situations.</p> <p><b>Id • T • C • KC1 • KC2 • KC3 • KC4 • KC6</b></p> <p>Children experiment with several <b>reading/viewing</b> strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts. <b>T • C • KC1 • KC6</b></p> <p>Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own <b>writing</b>. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.</p> <p><b>Id • T • C • KC2 • KC3 • KC6</b></p>	<p>Students receive, share and respond to a range of texts by employing several strategies for <b>listening</b> attentively to ideas and information, and drawing conclusions. They communicate ideas and information and evaluate performance by integrating several strategies for <b>speaking</b> in different contexts. <b>Id • In • C • KC2</b></p> <p>Students receive, share and respond to a range of texts by employing several strategies for listening attentively to ideas and information, and drawing conclusions. They communicate ideas and information and evaluate performance by integrating several strategies for <b>speaking</b> in different contexts. <b>Id • In • C • KC2</b></p> <p>Students integrate several <b>reading/viewing</b> strategies to locate and compare information, identify resources, and meet own personal reading goals.</p> <p><b>Id • T • C • KC1</b></p> <p>Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own <b>writing</b>. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words. <b>T • C • KC2 • KC3</b></p>	<p>Students apply a variety of strategies for <b>listening</b> in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.</p> <p><b>Id • T • C • KC1 • KC2</b></p> <p>Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their <b>speaking</b> for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.</p> <p><b>Id • T • C • KC1 • KC2</b></p> <p>Students use a range of <b>reading/viewing</b> strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts. <b>F • Id • C • KC1 • KC2 • KC4</b></p> <p>Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of <b>written</b> texts.</p> <p><b>Id • C • KC3 • KC6</b></p>	<p>Students analyse alternative viewpoints in texts by synthesising a range of strategies for <b>listening</b> in order to reflect, interpret, challenge and critically analyse spoken texts. KC1 They apply these strategies to manipulate speaking for a variety of community and some global situations in order to communicate complex ideas and issues. <b>In • T • C • KC2</b></p> <p>Students analyse alternative viewpoints in texts by synthesising a range of strategies for listening in order to reflect, interpret, challenge and critically analyse spoken texts. KC1 They apply these strategies to manipulate <b>speaking</b> for a variety of community and some global situations in order to communicate complex ideas and issues. <b>In • T • C • KC2</b></p> <p>Students draw on multiple <b>reading/viewing</b> strategies to organise and interpret information for specific purposes, to manage and reflect on personal reading programs, and to critically interpret texts with multiple levels of meaning.</p> <p><b>Id • T • C • KC1</b></p> <p>Students use a range of strategies to plan, compose, revise and edit <b>written</b> texts for coherence and cohesion. <b>T • C • KC3</b></p>
<p>PLEASE NOTE: The first Key Idea in each Strand in English describes the scope of learning in <b>listening</b> and <b>speaking</b>. This Key Idea corresponds to two Outcomes, one describing <b>listening</b> achievement and one describing <b>speaking</b> achievement. The first Key Idea on this page has been repeated to show its correspondence with the two Outcomes on the opposite page.</p>			
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

<b>Developmental Learning Outcomes</b> Birth–Age 3 & Age 3–Age 5	<b>At Standard 1,</b> towards the end of Year 2, the child:	<b>At Standard 2,</b> towards the end of Year 4, the student:	<b>At Standard 3,</b> towards the end of Year 6, the student:	<b>At Standard 4,</b> towards the end of Year 8, the student:	<b>At Standard 5,</b> towards the end of Year 10, the student:
<b>Strand: STRATEGIES</b>					
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<p>1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. <b>T • C</b></p> <p>1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations. <b>T • C • KC2 • KC3 • KC6</b></p> <p>1.11 Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and with teacher support, discusses their use of strategies. <b>Id • T • C • KC1</b></p> <p>1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words. <b>Id • T • C • KC3</b></p>	<p>2.9 Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts. <b>Id • T • C • KC6</b></p> <p>2.10 Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences. <b>Id • In • C • KC2 • KC3</b></p> <p>2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts. <b>Id • T • C • KC1</b></p> <p>2.12 Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling. <b>Id • T • C • KC3</b></p>	<p>3.9 Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts. <b>T • C • KC2 • KC6</b></p> <p>3.10 Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences. <b>Id • T • C • KC3 • KC6</b></p> <p>3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts. <b>F • Id • T • C • KC1 • KC2</b></p> <p>3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. <b>T • C • KC3</b></p>	<p>4.9 Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts. <b>T • C • KC1</b></p> <p>4.10 Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences. <b>Id • T • C • KC2 • KC3</b></p> <p>4.11 Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes. <b>T • C • KC1 • KC2</b></p> <p>4.12 Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts. <b>T • C • KC3</b></p>	<p>5.9 Uses and critically reflects on a range of strategies to listen analytically to diverse perspectives in a range of texts. <b>T • C • KC1</b></p> <p>5.10 Manipulates a wide variety of strategies for planning, composing, presenting and evaluating a range of spoken texts for an extended range of school and community audiences. <b>In • T • C • KC2 • KC3</b></p> <p>5.11 Manipulates and synthesises a wide variety of strategies for reading, viewing, critically interpreting and reflecting on texts with multiple levels of meaning. <b>T • C • KC1</b></p> <p>5.12 Manipulates multiple strategies for planning, composing and reviewing written texts. <b>T • C • KC2 • KC3</b></p>

# HEALTH AND PHYSICAL EDUCATION *Key Ideas Overview*

**Key Ideas** comprise the fundamental concepts within a Strand of a Learning Area and are developed in complexity across the Bands

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: PHYSICAL ACTIVITY AND PARTICIPATION</b>			
<p>Children explore movement patterns and refine coordinated actions, developing self-awareness and skills that facilitate ongoing participation in physical activity. <b>Id • KC5 • KC6</b></p> <p>Children investigate a range of movement options and participate regularly in energetic physical activity to enhance their physical vitality and assist the process of healthy growth, development and learning. <b>Id • T • KC1</b></p>	<p>Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities. <b>Id • In • KC4</b></p> <p>Students gain an understanding of the importance of regular and planned participation in vigorous physical activity to their own and others' long-term health, at school and in community contexts. <b>F • Id • T • KC3</b></p>	<p>Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams. <b>Id • In • KC4</b></p> <p>Students develop, through participation, an understanding of the components of fitness that influence their healthy growth and emerging physical capabilities. They are able to plan and make changes to those practices and values that are harmful or counterproductive. <b>F • Id • KC3</b></p>	<p>Students develop their physical skills and abilities to advanced levels to enable lifelong involvement in physical activity and critically reflect on their ability to use them to form relationships in an increasing involvement in the community. <b>Id • In • KC1</b></p> <p>Students develop a sense of optimism about creating an active, healthy future for themselves and others in the community through generating and analysing ideas and planning and organising activities to maintain and improve fitness and health. <b>F • In • T • KC1 • KC3</b></p>
<b>Strand: PERSONAL AND SOCIAL DEVELOPMENT</b>			
<p>Children recognise differences and similarities between themselves and others as they share with, and contribute to, the different groups in their expanding world. <b>Id • In • KC1 • KC2 • KC4</b></p> <p>Children conceptualise identity through understanding the changes that occur in themselves and others through growth. <b>F • Id • KC1</b></p> <p>Children develop an understanding of what is required to live together, communicate with others both personally and virtually and share feelings and ideas as they experience relationships and make friends. <b>Id • In • C • KC1 • KC2</b></p>	<p>Students increasingly understand, analyse and communicate the influence of factors such as culture, location, gender, ability, emergent technologies and family on their identity. <b>Id • In • C • KC1 • KC2 • KC7</b></p> <p>Students increase their understanding, through collecting and analysing information, that human development involves a continuous process of change, while appreciating similarities and differences between people. <b>F • KC1</b></p> <p>Students enhance their understandings of relationships and group dynamics through developing knowledge and skills in collaborating with others and working in teams. <b>Id • In • C • KC4</b></p>	<p>Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community. <b>Id • In • T • KC1</b></p> <p>Students further develop personal resilience as they interpret the meaning of physical, emotional and social change, and their own developing sexuality and that of others. <b>Id • In • KC1</b></p> <p>Students extend their social knowledge and skills to enable them to make and maintain positive relationships and close friendships, and work collaboratively in teams. <b>Id • In • KC4</b></p>	<p>Students conceptualise location of self in relation to others, recognise the range of social and technological influences that construct particular versions of identity, and question unchallenged social constructs. <b>Id • In • T • KC1 • KC6</b></p> <p>Students identify factors that impact on healthy growth and development and use personal skills and community structures to address issues affecting their own, others' and community health. <b>In • T • KC1</b></p> <p>Students develop and report on a greater understanding of the diverse range of relationships that exist within communities, and examine and plan action to address the impact of inequity of power in relationships. <b>Id • In • KC2 • KC3</b></p>
<b>Strand: HEALTH OF INDIVIDUALS AND COMMUNITIES</b>			
<p>Children conceptualise that there are many dimensions to health, appreciating what it means to be healthy and understanding that health involves an interdependence between the individual and communities. <b>F • Id • In • KC1</b></p> <p>Children identify safe and unsafe situations in homes, school, work and community environments. They explore rules and behaviours and develop skills to help themselves and others to remain safe and healthy. <b>In • T • KC1 • KC6</b></p> <p>Children collect, organise and use information about the types of food that comprise a healthy diet and identify skills for safe handling and preparation of food. <b>In • T • KC1</b></p>	<p>Students accept increasing responsibility for their future wellbeing and analyse factors that support or present risks to their health and that of their families, friends and communities. <b>F • In • KC1</b></p> <p>Students identify potential hazards or threats to their health and safety and devise plans for acting to protect themselves and their communities. <b>F • Id • In • KC3</b></p> <p>Students read and interpret information about food selection in relation to sound dietary practice. They analyse their own meals, consider factors that influence food choice and develop skills to prepare a variety of foods which are physiologically and environmentally healthy. <b>Id • T • C • KC1</b></p>	<p>Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them. <b>F • In • T • KC1 • KC6</b></p> <p>Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others. <b>In • T • KC6</b></p> <p>Students increase their knowledge of and skills for healthy dietary practice. They research and critically analyse information, including online, on food choice, and identify the influence of peers and the media on nutritional choices. <b>Id • T • C • KC1</b></p>	<p>Students analyse, evaluate and report on a range of influences on health, including economic, cultural and political influences, and develop skills to apply in a range of lifestyle choices. <b>F • In • T • KC1 • KC2</b></p> <p>Students examine the long-term effects of their behaviour on their health and safety. They plan and develop strategies and practices to assist them to take personal, social and working responsibility for their health and safety as they take risks with increasing freedom. <b>F • Id • T • KC1 • KC3</b></p> <p>Students evaluate the latest scientific research on diet and diet-related diseases for different stages of the life span, and develop skills to prepare healthy food suitable for people at the different stages of life. <b>F • T • C • KC1</b></p>
<p>★ The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			



Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: PHYSICAL ACTIVITY AND PARTICIPATION</b>				
	<p>1.1 Demonstrates self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings. <b>Id • C</b></p> <p>1.2 Achieves or seeks to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness. <b>Id • T • KC1</b></p>	<p>2.1 Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities. <b>Id • In • KC3</b></p> <p>2.2 Articulates on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercise on the body. <b>F • Id • T • KC2</b></p>	<p>3.1 Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity. <b>Id • In • KC2 • KC4</b></p> <p>3.2 Develops, through participation in health-related fitness activities, an understanding of those activities' appropriateness and effectiveness. <b>Id</b></p>	<p>4.1 Reflects on the use of specialised skills in various social contexts (including teams) and is able to modify skills to improve performance. <b>Id • In • KC1 • KC4</b></p> <p>4.2 Evaluates their own beliefs about fitness and undertakes activities of interest to develop a preferred future of personal health-related fitness. <b>F • Id • KC1</b></p>	<p>5.1 Participates in a range of physical activities while planning and evaluating various roles they can take in the community to develop their interests and assist others. <b>Id • In • KC1</b></p> <p>5.2 Researches, develops, and carries out personal plans for fitness programs, in the context of issues concerning health and fitness within the community. <b>F • In • T • KC1 • KC3</b></p>
	<b>Strand: PERSONAL AND SOCIAL DEVELOPMENT</b>				
	<p>1.3 Demonstrates a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others. <b>Id • In • C • KC4</b></p> <p>1.4 Recognises diversity in growth patterns, can name body parts, and raises questions about new responsibilities and achievements that occur as they change and grow. <b>F • Id • KC1</b></p> <p>1.5 Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships. <b>Id • In • C</b></p>	<p>2.3 Establishes a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations. <b>Id • In • C • KC2</b></p> <p>2.4 Describes different stages of the life span and the predictable sequences of growth. <b>F • Id • KC2</b></p> <p>2.5 Understands different relationships and, through a variety of experiences, develops co-operative work and social skills. <b>Id • In • C • KC1</b></p>	<p>3.3 Explains how different ways of describing people influences the way people value and treat themselves and others. <b>Id • In • T • KC2</b></p> <p>3.4 Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age. <b>Id • In • KC1</b></p> <p>3.5 Assumes different roles when working as part of a cooperative group or team to achieve a shared goal and understands the effects on relationships. <b>Id • In • KC4</b></p>	<p>4.3 Investigates key ways in which groups and cultures contribute to forming identities. <b>Id • In • T • KC1</b></p> <p>4.4 Analyses the changes associated with growth and development and uses problem-solving skills to manage significant transitions and issues in their own and others' lives. <b>Id • In • KC1 • KC6</b></p> <p>4.5 Develops skills for working effectively in groups and in teams, explores different constructions of group dynamics such as leadership and identifies qualities for good leaders. <b>Id • In • KC1 • KC4 • KC6</b></p>	<p>5.3 Analyses the multiple identities they have in different contexts and with different people and appraises the social constructs of individuals and groups in the community. <b>Id • In • T • KC1</b></p> <p>5.4 Critically appraises the interrelationships of factors that influence growth and development, and ways of promoting healthy growth and development for themselves and others in the community. <b>Id • In • T • KC1</b></p> <p>5.5 Critically analyses the way individuals and groups use power to influence the behaviour of others and how an imbalance of power impacts on individual and group identities. <b>Id • In • KC1</b></p>
	<b>Strand: HEALTH OF INDIVIDUALS AND COMMUNITIES</b>				
	<p>1.6 Describes what it means to be healthy and the role of others in the community in supporting the health of its members. <b>In • F • KC1</b></p> <p>1.7 Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others. <b>In • T • KC6</b></p> <p>1.8 Communicates understanding about foods they can eat to enhance their health and practises good hygiene when handling food. <b>In • T • C • KC2</b></p>	<p>2.6 Explains ways in which communities support their own and others' health. <b>F • In • KC2</b></p> <p>2.7 Plans and practises strategies to maintain safety in the home, school and community. <b>F • Id • In • T • KC3</b></p> <p>2.8 Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life. <b>T • C • KC1 • KC2</b></p>	<p>3.6 Analyses a variety of community health issues that affect them and investigates community programs to address them. <b>In • T • KC1 • KC6</b></p> <p>3.7 Identifies skills to deal with situations that pose a risk to their health and safety. <b>In • T • KC1</b></p> <p>3.8 Researches and shares findings about issues related to why individuals and groups have different eating patterns. <b>T • C • KC1 • KC2</b></p>	<p>4.6 Identifies health issues relevant to adolescence in their community and develops strategies to deal with those issues for self and others. <b>In • T • KC1 • KC3</b></p> <p>4.7 Analyses and articulates the consequences of risk-taking and demonstrates behaviours to minimise harm. <b>In • T • KC1 • KC2</b></p> <p>4.8 Understands a range of influences on nutritional needs and implements a dietary strategy for adolescence. <b>T • C • KC3</b></p>	<p>5.6 Critically analyses the immediate, short- and long-term consequences and the interrelationships of behaviours that affect the health of communities. <b>F • In • KC1</b></p> <p>5.7 Critically assesses and develops effective strategies and behaviours to promote safety. <b>F • Id • T • KC1 • KC3</b></p> <p>5.8 Critically analyses current dietary trends, and the impact they have on health, and experiments with different approaches to preparing and presenting food. <b>F • T • C • KC1 • KC6</b></p>

**Pathway 1A**

**Second language learners R–12**

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><b>Listening</b> Children listen and respond to words, phrases and texts to recognise meaning. They learn about the language by identifying patterns and connections within and between language systems. <b>In • T • C • KC1 • KC2 • KC5</b></p> <p><b>Speaking</b> Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines. <b>C • KC1 • KC2</b></p> <p><b>Reading</b> Children view, read and interact with multimodal texts to recognise and make meaning. They learn about the language by identifying patterns and connections within and between language systems. <b>In • T • C • KC1 • KC5</b></p> <p><b>Writing</b> Children develop writing skills, moving from tracing or copying to self-constructed writing of key words or phrases to share meaning. <b>T • C • KC2</b></p>	<p>Students listen to, and interact with, others to make meaning and learn about the target language. They research, collect, analyse and organise information, and share findings with others. <b>T • C • KC1 • KC2</b></p> <p>Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication. <b>Id • C • KC2</b></p> <p>Students view, read and interact with texts to interpret meaning in diverse contexts. They make connections between concepts across Learning Areas as they research, collect, analyse and organise information and share findings with others. <b>T • C • KC1 • KC2</b></p> <p>Students begin to write their own texts independently to communicate ideas and explore different forms of communication including the use of digital and electronic technologies. <b>T • C • KC2</b></p>	<p>Students listen and respond to texts to interpret meaning and use the target language in new contexts. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. <b>In • T • KC2 • KC6</b></p> <p>Students engage in conversations to share information, demonstrating appropriate ways of establishing and maintaining relationships, and working with others, in diverse cultural settings. <b>In • C • KC2 • KC4</b></p> <p>Students read and respond to texts to develop their capability to interpret meaning and use the language in new contexts. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students write their own texts to share ideas about aspects of personal and group identity and to present points of view on issues of interest or concern. <b>Id • T • C • KC2</b></p>	<p>Students listen and respond to texts to analyse and interpret meanings in diverse media. They make connections between ideas and perspectives expressed in text, and consider their implications for audiences of diverse backgrounds. <b>In • T • C • KC1 • KC2 • KC6</b></p> <p>Students interact to exchange ideas, information and opinions, and demonstrate ways of working toward collaborative goals. <b>In • C • KC2 • KC3 • KC4</b></p> <p>Students read and respond to texts to analyse and interpret meanings, to make connections between ideas and perspectives, and to consider their implications for audiences of diverse backgrounds. <b>In • T • C • KC1 • KC2 • KC6</b></p> <p>Students write their own texts to present ideas and provide personal reflections about the nature of identity, and to apply knowledge and understanding in new contexts. <b>Id • T • C • KC1 • KC2 • KC6</b></p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
<p>Children interact with each other using language to understand that meaningful language learning and use develops through questioning and recognising patterns and relationships in language. They learn to appreciate that diversity exists between language systems. <b>In • T • C • KC1 • KC5 • KC6</b></p>	<p>Students learn to identify patterns and understand the interdependence of concepts about language. They understand that language is used for exchanging meaning and for learning, and is the medium through which knowledge and values develop, and future possibilities are expressed. <b>F • T • C • KC5</b></p>	<p>Students explore diverse forms of communication, including information and communication technologies and use models to represent and analyse systems in language, and apply these in constructing their own meaning. <b>In • T • C • KC1 • KC2 • KC6 • KC7</b></p>	<p>Students recognise the power of language by analysing the ways in which it can be used to portray or influence others, or to create a desired impact. <b>In • T • C • KC1 • KC6</b></p>
<b>Strand: UNDERSTANDING CULTURE</b>			
<p>Children analyse specific cultural practices and values, and how to relate learning to their own experience. They develop self-awareness and a sense of self-worth and potential, and appreciate the diversity of cultures to which people belong. <b>Id • In • T • KC1</b></p>	<p>Students recognise and analyse connections between cultural values and practices and language use. They recognise how relationships between individuals, families and communities contribute to forming identity in diverse cultural settings. <b>Id • In • KC1</b></p>	<p>Students learn to understand and demonstrate respect for the values and practices of diverse groups; in past, present and future contexts. They recognise connections between identity and cultural values, and how these are expressed in language. <b>F • Id • In • KC1 • KC2</b></p>	<p>Students identify and respond to challenges for the future through analysis of diverse world views. They develop an awareness that texts are socially constructed in response to the needs of specific groups in particular times and places. <b>F • Id • In • T • KC1 • KC2</b></p>
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

# Pathway 1A

## Second language learners R–12

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: COMMUNICATION</b>				
	<b>Listening</b> 1.1 Makes connections between words and phrases and their meanings in <b>spoken</b> texts. <b>In • T • C</b>  <b>Speaking</b> 1.2 Uses words and phrases to identify or name objects, in social interaction and action-related talk. <b>C • KC1 • KC2</b>	2.1 Recognises meaning in phrases and sentences and responds in routine classroom activities and social exchanges. <b>In • T • C • KC2</b>  2.2 Responds to interactions and experiments with language to make meaning with others. <b>Id • C</b>	3.1 Identifies factual information in texts to collaborate in activities and share meaning with others. <b>In • T • C • KC1</b>  3.2 Builds relationships and expresses own ideas in social interactions. <b>In • C • KC1 • KC4</b>	4.1 Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or opinion. <b>In • T • C • KC1</b>  4.2 Presents information and opinions on issues in social interactions. <b>In • C • KC2</b>	5.1 Identifies and analyses major themes, ideas and cultural aspects in spoken texts. <b>In • T • C • KC1</b>
	<b>Reading</b> 1.3 Makes connections between words and phrases and their meanings in <b>written</b> texts. <b>In • T • C</b>  <b>Writing</b> 1.4 Shares meaning by selecting words and phrases to create a text. <b>In • T • C • KC2</b>	2.3 Identifies Key Ideas and anticipates meaning of new words and phrases in texts. <b>T • C • KC1</b>  2.4 Communicates by writing words and phrases to complete sentences or interactions using different formats. <b>T • C • KC2</b>	3.3 Organises and analyses specific information in texts. <b>T • KC1</b>  3.4 Writes texts to convey personal messages, information or ideas. <b>Id • T • C • KC2</b>	4.3 Synthesises key points of information in texts to form an opinion on an issue. <b>T • KC1</b>  4.4 Writes to convey personal experiences and opinions, and information about people, places and events. <b>Id • T • C • KC2</b>	5.2 Works cooperatively to share information and ideas, and present opinions on issues of local and global significance. <b>In • C • KC2 • KC4</b>  5.3 Recognises connections between language and contrasting values and perspectives in texts. <b>In • T • C</b>
	<b>Strand: UNDERSTANDING LANGUAGE</b>				
	1.5 Recognises key features of the language system, and connections between languages. <b>In • T • C • KC1</b>	2.5 Identifies patterns in language and compares how meaning is conveyed across languages. <b>In • T • C • KC1 • KC5</b>	3.5 Reflects on how language is used to extend or elaborate a message, and compares how concepts are expressed in different languages. <b>In • T • C • KC1 • KC2</b>	4.5 Applies knowledge of language forms to identify, analyse and describe patterns in language. <b>In • T • C • KC1 • KC2 • KC5</b>	5.5 Analyses how cultural values and practices are expressed in literature and media texts. <b>In • T • C • KC1</b>
	<b>Strand: UNDERSTANDING CULTURE</b>				
	1.6 Identifies specific cultural practices and values in communities, and recognises patterns across cultures in relation to own experience. <b>Id • In • T • KC1</b>	2.6 Identifies how cultural values are expressed in language and demonstrates awareness of diversity in cultural practices and values. <b>F • Id • In</b>	3.6 Reflects personally on cultural practices and compares how these are expressed across cultures. <b>F • Id • In • KC1</b>	4.6 Analyses cultural references in texts and challenges assumptions about cultural identity, values and practices. <b>F • Id • In • T • KC1</b>	5.6 Appraises diverse perspectives on personal and community issues in past, present and future times. <b>F • Id • In • T • KC2</b>



## Pathway 2A

Background learners R–12

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><b>Listening</b> Children listen and respond to spoken texts to share meaning in everyday situations and cultural settings. KC2 They learn about the language and demonstrate awareness of patterns and connections within and between languages. <b>In • C •</b> KC1 • KC2 • KC5</p> <p><b>Speaking</b> Children share own meanings and ideas with others, in classroom and other social settings. <b>Id • C •</b> KC2</p> <p><b>Reading</b> Children view, read and interact with multimodal texts to discover and share meaning, and to identify patterns and connections within and across languages. <b>In • T • C •</b> KC1 • KC2 • KC5</p> <p><b>Writing</b> Children develop writing skills, moving from tracing or copying to self-constructed writing in order to communicate their own ideas about their immediate environment. <b>C •</b> KC2</p>	<p>Students listen and respond to texts to develop their capability to receive and share meaning in the target language. KC2 They classify, order and compare information and ideas, and apply knowledge and understanding in new contexts. <b>T • C •</b> KC1 • KC6</p> <p>Students exchange information in social, educational and community contexts to develop personal relationships and work in teams, in order to achieve collaborative goals. <b>Id • In • C •</b> KC2 • KC4</p> <p>Students read and respond to multimodal texts to develop their capability to receive and share meaning. KC2 They classify, order and compare information and ideas, and apply knowledge and understanding in new contexts. <b>T • C •</b> KC1 • KC6</p> <p>Students write their own texts to express personal ideas and explanations, experiment with new ideas, and build relationships with others. <b>Id • C •</b> KC2 • KC4 • KC6</p>	<p>Students listen and respond to texts in different genres and multimedia to develop their capability to understand and use the language in new contexts. KC2 • KC6 They evaluate texts on a range of issues of interest and concern to young people in order to present ideas and personal opinions. <b>T • C •</b> KC1 • KC2</p> <p>Students engage in conversations to explore issues, solve problems, communicate ideas and share experiences, demonstrating appropriate ways of relating to others. <b>In • T • C •</b> KC1 • KC2 • KC4 • KC6</p> <p>Students read, evaluate and respond to texts in different genres and multimedia on a range of issues of interest and concern to young people in order to present ideas and personal opinions to others. <b>Id • T • C •</b> KC1 • KC2</p> <p>Students write their own extended texts, to express reflections on aspects of personal and group identity, and to make connections with people and ideas, locally and globally, demonstrating respect for diversity. <b>Id • In • C •</b> KC2</p>	<p>Students listen and respond to texts to explore and evaluate issues related to their sense of identity. KC2 • KC6 They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. <b>T • C •</b> KC1</p> <p>Students interact and exchange information and opinions in working toward collaborative goals, respecting diversity in personal, social and vocational interests. <b>Id • In • C •</b> KC2 • KC3</p> <p>Students read and respond to texts to explore and evaluate issues. KC2 • KC6 They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in text. <b>T • C •</b> KC1 • KC2 • KC6</p> <p>Students write to maintain relationships locally and globally; and to express personal perspectives and reflecting upon the views of others on social, community, paid and unpaid work, educational and training issues, in the past, present and future. <b>F • Id • In •</b> KC2</p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
<p>Children explore, interact and experiment with language to learn how meaning is conveyed. They recognise that learning develops through questioning, and discover patterns and relationships within and across languages. <b>In • T • C •</b> KC1 • KC5 • KC6</p>	<p>Students analyse and experiment with language to perceive patterns and connections, and develop understanding that there are diverse ways to communicate with and relate to others. <b>In • T • C •</b> KC1 • KC2 • KC6</p>	<p>Students use models to organise, analyse and represent systems; and cognitive and intuitive processes to analyse layers of meaning, and compare how meaning is conveyed across languages. <b>In • T • C •</b> KC1 • KC2 • KC3</p>	<p>Students explore different forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups. <b>Id • T • C •</b> KC2 • KC6</p>
<b>Strand: UNDERSTANDING CULTURE</b>			
<p>Children engage with culture in observing personal relationships in diverse social and cultural contexts, and reflect on the culture as they develop self-awareness and a sense of self-worth. <b>Id • In • C •</b> KC1</p>	<p>Students develop an appreciation of their own cultural heritage and the diversity of cultural values and practices of others. They understand how personal and social values contribute to individual and group identity. <b>F • Id • In</b></p>	<p>Students reflect on value systems, and consider contemporary issues and future challenges, from diverse cultural perspectives. They develop an appreciation of different ways of perceiving and expressing reality. <b>Id • In •</b> KC1 • KC2</p>	<p>Students recognise the interdependence of public and private spheres of life in examining ideas about the nature of identity, and drawing on texts to analyse how perspectives change over time. <b>Id • In • C •</b> KC1</p>
<p>★ The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

**Pathway 2A**

## Background learners R–12

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: COMMUNICATION</b>				
	<b>Listening</b> 1.1 Makes connections between phrases and their meanings, by responding to instructions, questions and requests. <b>In • C • KC2</b>	2.1 Expresses personal opinions using concepts and ideas drawn from factual and imaginative texts. <b>T • C • KC2</b>	3.1 Recognises connections between ideas in texts and uses information to make decisions. <b>T • C • KC1</b>	4.1 Analyses the ways in which meaning is conveyed, and discusses major themes, issues or ideas in texts. <b>T • C • KC1</b>	5.1 Analyses ideas, purposes and perspectives on contemporary issues in a range of media. <b>T • C • KC1</b>
	<b>Speaking</b> 1.2 Expresses own ideas and responds appropriately in group activities and in social contexts. <b>Id • In • C • KC1 • KC2 • KC4</b>	2.2 Engages in social interaction, exchanging opinions and ideas. <b>Id • In • C • KC2</b>	3.2 Engages in social interactions and contributes information and ideas in learning activities. <b>In • T • C • KC2</b>	4.2 Engages in social interactions to inform and entertain on contemporary issues. <b>In • T • C</b>	5.2 Engages with diverse perspectives on contemporary issues in collaboration with others. <b>In • C • KC4</b>
	<b>Reading</b> 1.3 Makes connections by identifying key information and ideas in texts and sharing with others. <b>In • T • C • KC1 • KC2</b>	2.3 Expresses opinions and uses ideas conveyed in texts to share meaning with others, develop their understanding, and take action. <b>In • T • C • KC2 • KC3</b>	3.3 Recognises connections between ideas in texts and uses information to make decisions. <b>Id • T • C • KC1</b>	4.3 Recognises connections between ideas in texts in developing perspectives on contemporary issues. <b>T • C • KC1</b>	5.3 Critically reads and responds to issues, ideas and perspectives drawn from a range of media. <b>T • C • KC1 • KC2</b>
	<b>Writing</b> 1.4 Shares meaning by completing and creating written texts. <b>T • C • KC1 • KC2</b>	2.4 Writes own texts to express knowledge and understanding and convey personal meaning to others. <b>Id • In • C • KC2</b>	3.4 Writes texts to convey personal, factual and imaginative information and ideas. <b>Id • In • C • KC2</b>	4.4 Writes texts to convey personal ideas and opinions on contemporary issues. <b>Id • In • C • KC2</b>	5.4 Conveys information, ideas and perspectives about social and community issues. <b>F • Id • In • KC2</b>
	<b>Strand: UNDERSTANDING LANGUAGE</b>				
	1.5 Applies conventions of spoken and written forms of the language in own communication. <b>In • T • C</b>	2.5 Identifies patterns and connections between form and meaning, and applies these in own speech and writing to interact with others. <b>In • T • C • KC1 • KC2</b>	3.5 Analyses and describes aspects of the system of the target language, and applies knowledge of the system in constructing own meanings. <b>In • T • C • KC1 • KC2</b>	4.5 Reflects on the linguistic resource and how cultural meaning is conveyed through language. <b>In • T • C • KC1</b>	5.5 Extends and applies knowledge of the grammatical resource in creating meaning and analysing text. <b>Id • T • C • KC1</b>
	<b>Strand: UNDERSTANDING CULTURE</b>				
	1.6 Recognises the personal and shared value of cultural knowledge and identity, and the significance of practices and patterns across cultures. <b>Id • In • T • KC1</b>	2.6 Identifies how language is used to express cultural meanings and how cultural practices and products shape identity. <b>Id • In • C • KC1</b>	3.6 Compares patterns of interaction and action across cultures, reflecting on how individual and group identity is expressed. <b>Id • In • KC1</b>	4.6 Identifies how cultural perspectives are presented in texts, and compares values and perspectives over time. <b>Id • In • KC1</b>	5.6 Examines perspectives and makes judgments about the significance of and reasons for particular practices and values in cultures. <b>Id • In • C • KC1</b>

## Pathway 1B

Second language learners 8–12

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><i>This Pathway begins at Year 8</i></p>		<p><b>Listening</b> Students listen and respond to texts to interpret meaning, and to learn about the target language. KC2 They develop thinking skills and make connections between form and meaning in language to learn how meaning is conveyed in a range of contexts. <b>T • C • KC2 • KC7</b></p> <p><b>Speaking</b> Students engage in conversations to exchange information, and learn appropriate ways of establishing and maintaining relationships and working with others in diverse cultural settings. <b>In • C • KC2 • KC4</b></p> <p><b>Reading</b> Students read and respond to texts to interpret meaning, and to learn about the target language. KC1 • KC2 They develop thinking skills and make connections between form and meaning in language to learn how meaning is conveyed in a range of contexts. <b>T • C • KC2 • KC7</b></p> <p><b>Writing</b> Students experiment with language and write their own texts to describe their personal and social world. They explore diverse forms of communication, including digital and electronic technologies, to share meaning with others or members of their team. <b>Id • T • C • KC2 • KC4 • KC6 • KC7</b></p>	<p>Students listen and respond to texts to develop their capability to interpret meaning and use the language in new contexts. They develop thinking skills, making connections between ideas in text, and using processes of inquiry in seeking solutions to problems. <b>In • T • C • KC1 • KC2 • KC6</b></p> <p>Students interact to exchange ideas, information and opinions, and demonstrate ways of working to achieve collaborative goals. <b>In • C • KC2 • KC4</b></p> <p>Students read and respond to texts to develop their capability to interpret meaning and use the language in new contexts. KC1 • KC2 • KC6 They develop thinking skills, making connections between ideas in text, and using processes of inquiry in seeking solutions to problems. <b>T • C • KC6</b></p> <p>Students write their own texts to describe aspects of, and provide personal reflections on, personal and group identity. They present points of view with evidence of thinking and reasoning, and demonstrate respect in responding to the views of others. <b>In • T • C • KC1 • KC2</b></p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
		<p>Students use models to identify and analyse patterns and systems in language, and apply these in constructing their own meaning. KC1 • KC5 They explore diverse forms of communication as they develop their potential for constructing meaning. <b>In • T • C • KC1 • KC2</b></p>	<p>Students explore the power of language, demonstrating awareness of the ways language can be used to portray and influence others, to create a desired impact. <b>In • T • C • KC6</b></p>
<b>Strand: UNDERSTANDING CULTURE</b>			
		<p>Students recognise connections between cultural values and practices and language use. They recognise values significant to the culture and how these are represented in language use. <b>Id • In • KC1</b></p>	<p>Students demonstrate respect for, and understand the connections between, identity and the values and practices of diverse groups, and explore perspectives on challenges for the future. <b>F • Id • In • T • KC1 • KC2 • KC6</b></p>

**Pathway 1B**

Second language learners 8–12

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
▼	Strand: <b>COMMUNICATION</b>				
As this Pathway begins at Year 8 there are no Outcomes before Standard 4				<b>Listening</b> 4.1 Identifies factual information in spoken texts and responds to questions or instructions to share meaning with others. <b>T • C • KC1 • KC2</b>	5.1 Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or opinion. <b>In • T • C • KC1 • KC2</b>
				<b>Speaking</b> 4.2 Builds relationships and expresses own ideas in social interactions. <b>In • C • KC4</b>	5.2 Presents information and personal opinions on issues in social interactions. <b>In • C • KC2</b>
				<b>Reading</b> 4.3 Organises and analyses specific information in texts. <b>T • KC1</b>	5.3 Synthesises key points of information in texts to form an opinion on an issue. <b>T • C • KC1</b>
				<b>Writing</b> 4.4 Writes short texts to convey personal messages, information or ideas. <b>Id • T • C • KC1</b>	5.4 Writes to convey personal experiences and opinions, and information about people, places and events. <b>In • T • C • KC2</b>
	Strand: <b>UNDERSTANDING LANGUAGE</b>				
				4.5 Reflects on how language is used to extend or elaborate a message, and compares how concepts are expressed in different languages. <b>In • T • C • KC1</b>	5.5 Applies knowledge of language forms to identify, analyse and describe patterns in language. <b>In • T • C • KC1</b>
Strand: <b>UNDERSTANDING CULTURE</b>					
				4.6 Reflects personally on cultural practices and compares how these are expressed across cultures. <b>Id • In • KC1</b>	5.6 Analyses cultural references in texts and challenges assumptions about cultural identity, values and practices. <b>Id • In • T • KC1</b>

## Pathway 2B

Background learners 8–12

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><i>This Pathway begins at Year 8</i></p>		<p><b>Listening</b> Students listen and respond to texts in different genres and multimedia to develop their capability to understand in new contexts. They evaluate and present ideas and personal opinions on a range of issues of interest and concern to young people. <b>T • C • KC1 • KC2</b></p> <p><b>Speaking</b> Students engage in conversations to explore issues, solve problems, communicate ideas and share experiences, demonstrating appropriate ways of relating to others. <b>In • T • C • KC2 • KC4 • KC6</b></p> <p><b>Reading</b> Students read and respond to texts in different genres and media to evaluate and present ideas and opinions on a range of issues of interest and concern to young people. <b>Id • T • C • KC1 • KC2</b></p> <p><b>Writing</b> Students write their own texts to express personal reflections and experiment with ideas. They make connections with people and ideas, locally and globally, demonstrating respect for diversity. <b>Id • In • C • KC1 • KC2 • KC6</b></p>	<p>Students listen and respond to texts to explore and evaluate ideas and issues. <b>KC1 • KC2 • KC6</b> They investigate ways in which language is used to influence or position others. <b>KC6</b> They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. <b>T • C • KC1 • KC6</b></p> <p>Students express personal perspectives on ideas and issues of interest or concern. <b>KC2</b> They interact and exchange information and opinions in working with others, respecting diversity in personal beliefs and social practices. <b>In • C • KC2 • KC3 • KC4</b></p> <p>Students read and respond to texts to explore and evaluate ideas and issues. <b>KC1 • KC2 • KC6</b> They investigate ways language is used to influence or position others, and engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. <b>T • C • KC1</b></p> <p>Students write to maintain relationships locally and globally, and to express personal perspectives and respond to the views of others. <b>Id • In • C • KC2</b></p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
		<p>Students use models to perceive, organise and represent systems in language, and compare how meaning is conveyed across languages. <b>KC1 • KC2</b> They experiment with languages to explore diverse ways of communicating with others locally and globally. <b>T • C • KC6</b></p>	<p>Students explore different forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups. <b>T • C • KC2 • KC6</b></p>
<b>Strand: UNDERSTANDING CULTURE</b>			
		<p>Students develop an appreciation of their own cultural heritage, and the diversity of cultural values and practices of others. They understand how personal and social values contribute to individual and group identity. <b>Id • In • C</b></p>	<p>Students reflect on value systems, and consider contemporary issues and future challenges, from diverse cultural perspectives. They develop appreciation of ways personal and social values contribute to individual and group identity. <b>F • Id • In • C • KC1 • KC6</b></p>

**Pathway 2B**

Background learners 8–12

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
▼	Strand: COMMUNICATION				
As this Pathway begins at Year 8 there are no Outcomes before Standard 4				<b>Listening</b> 4.1 Recognises connections between ideas in texts and uses information to make decisions. <b>T • C • KC1</b>	5.1 Analyses the ways in which meaning is conveyed, and discusses major themes, issues or ideas in texts. <b>T • C • KC1 • KC2</b>
				<b>Speaking</b> 4.2 Engages in social interactions and contributes information and ideas in learning activities. <b>In • T • C • KC2</b>	5.2 Engages in social interactions to inform and entertain on issues of interest or concern to young people. <b>In • C • KC2</b>
				<b>Reading</b> 4.3 Recognises connections between ideas in texts and uses information to make decisions. <b>T • C • KC1</b>	5.3 Recognises connections between ideas in texts in developing perspectives on contemporary issues. <b>T • C • KC1</b>
				<b>Writing</b> 4.4 Writes texts to convey personal and factual information and imaginative ideas. <b>Id • In • C • KC2</b>	5.4 Writes texts to convey personal ideas and opinions on contemporary issues. <b>F • Id • In • C • KC2</b>
	Strand: UNDERSTANDING LANGUAGE				
				4.5 Analyses and describes aspects of the system of the target language, and applies knowledge of the system in constructing own meanings. <b>T • C • KC1</b>	5.5 Reflects on the linguistic resource and how cultural meaning is conveyed through language. <b>T • C • KC1</b>
Strand: UNDERSTANDING CULTURE					
				4.6 Compares patterns of interaction and action across cultures, reflecting on how individual and group identity is expressed. <b>Id • In • C • KC2</b>	5.6 Identifies how cultural perspectives are presented in texts, and compares values and perspectives over time. <b>Id • In • C • KC1</b>

**Pathway 1A**

**Second language learners R–12**

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><b>Listening</b> Children listen and respond to the spoken language to share meaning. They learn about the language by identifying patterns in how meaning is conveyed in the context of everyday experience and routines. <b>In • T • C • KC1 • KC2 • KC5</b></p> <p><b>Speaking</b> Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines. <b>C • KC1 • KC2</b></p> <p><b>Reading</b> Children view, read and interact with texts to make meaning. They learn about language by identifying features of language systems including how sound and meaning are expressed in different writing systems. <b>In • T • C • KC1 • KC5</b></p> <p><b>Writing</b> Children develop writing skills, using key words or phrases to share meaning. <b>T • C • KC2</b></p>	<p>Students listen to and interact with others to make meaning and learn about the target language in the context of everyday experience. <b>T • C • KC1 • KC2</b></p> <p>Students engage in interactions in familiar settings to share meaning and to explore different purposes of communication. <b>Id • C • KC2</b></p> <p>Students view, read and interact with texts to interpret meaning in familiar contexts. <b>T • C • KC1 • KC2</b></p> <p>Students begin to write their own texts with support to communicate ideas and explore different forms of communication. <b>T • C • KC2</b></p>	<p>Students listen and respond to texts to interpret meaning and use the target language in new contexts. They collect and organise information, and share findings with others. <b>In • T • KC2 • KC6</b></p> <p>Students engage in conversations, demonstrating appropriate ways of establishing and maintaining relationships, and interacting with others, in diverse cultural settings. <b>In • C • KC2 • KC4</b></p> <p>Students develop their capability to interpret meaning and use the language in new contexts. They read and respond to texts to develop thinking skills and make connections between ideas as they analyse information and share findings with others. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students write their own texts to share information, opinions and ideas about aspects of personal and group identity. <b>Id • T • C • KC2</b></p>	<p>Students listen and respond to texts to analyse and interpret meanings in diverse media. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. <b>In • T • C • KC1 • KC2 • KC6</b></p> <p>Students interact to exchange ideas, information and opinions, and demonstrate ways of working toward collaborative goals. <b>In • C • KC2 • KC3 • KC4</b></p> <p>Students analyse and interpret meanings in texts. They make connections between ideas and perspectives, and extend their knowledge of how meaning is expressed in culturally specific ways. <b>In • T • C • KC1 • KC2 • KC6</b></p> <p>Students write their own texts to apply knowledge and understanding of the writing system and to present ideas and provide personal reflections in new contexts. <b>Id • T • C • KC1 • KC2 • KC6</b></p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
<p>Children learn to understand that meaningful language learning and use develop through questioning and recognising patterns and relationships within and between languages. <b>In • T • C • KC1 • KC5 • KC6</b></p>	<p>Students learn to appreciate diversity in language systems, and to identify patterns and reflect on concepts in grammatical and writing systems. They learn how language can be used for exchanging meaning and for learning, and as the medium through which knowledge and values develop, and future possibilities are expressed. <b>F • T • C • KC5</b></p>	<p>Students explore diverse forms of communication and use models to represent and analyse features of the spoken and written language, and apply these in interpreting and constructing meaning. <b>In • T • C • KC1 • KC2 • KC6 • KC7</b></p>	<p>Students recognise the systemic nature of language by analysing connections within the grammatical and writing systems, and applying these in their own learning. <b>In • T • C • KC1 • KC6</b></p>
<b>Strand: UNDERSTANDING CULTURE</b>			
<p>Children experience specific cultural practices, and relate their learning to their own experience. They develop self-awareness and a sense of self-worth and potential, and appreciate the diversity of cultures to which people belong. <b>Id • In • T • KC1</b></p>	<p>Students identify connections between cultural values and practices and language use. They recognise how relationships between individuals, families and communities contribute to forming identity in diverse cultural settings. <b>Id • In • KC1</b></p>	<p>Students demonstrate understanding of and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future. <b>F • Id • In • KC1 • KC2</b></p>	<p>Students recognise connections between identity and cultural values, and how these are expressed in language. They develop an awareness that texts are socially constructed in response to the needs of specific groups in particular times and places. <b>F • Id • In • T • KC1 • KC2</b></p>
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			



# Pathway 1A

## Second language learners R–12

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: COMMUNICATION</b>				
	<b>Listening</b> 1.1 Makes connections between words and phrases and their meanings in spoken texts. <b>In • T • C</b>	2.1 Recognises meaning in phrases and sentences and responds in routine classroom activities and social exchanges. <b>In • T • C • KC2</b>	3.1 Identifies key ideas in texts to collaborate in activities and share meaning with others. <b>In • T • C • KC1</b>	4.1 Makes connections between the main ideas and supporting detail in texts to make decisions. <b>In • T • C • KC1</b>	5.1 Identifies and analyses key points of information to form an opinion. <b>In • T • C • KC1</b>
	<b>Speaking</b> 1.2 Uses words and phrases in social interaction and action-related talk and to identify or name objects. <b>C • KC1 • KC2</b>	2.2 Responds to interactions and experiments with language to make meaning with others. <b>Id • C</b>	3.2 Builds relationships and presents information in social interactions. <b>In • C • KC1 • KC4</b>	4.2 Expresses own experiences, ideas and opinions in social interactions. <b>In • C • KC2</b>	5.2 Works cooperatively to share information and ideas, and present opinions on issues of interest. <b>In • C • KC2 • KC4</b>
	<b>Reading</b> 1.3 Makes connections between words and phrases and their sound and meaning in written texts. <b>In • T • C</b>	2.3 Deciphers the meaning of words and phrases to identify key ideas. <b>T • C • KC1</b>	3.3 Searches for information to collaborate and share meaning with others. <b>T • KC1</b>	4.3 Organises and analyses information in texts to make decisions. <b>T • KC1</b>	5.3 Synthesises key points of information in texts to form an opinion on an issue. <b>T • KC1</b>
	<b>Writing</b> 1.4 Shares meaning by selecting words and phrases to create a text. <b>In • T • C • KC2</b>	2.4 Communicates in different formats by writing words and phrases. <b>T • C • KC2</b>	3.4 Writes messages to others to convey key points of information. <b>Id • T • C • KC2</b>	4.4 Conveys personal messages, and shares information and experiences with others. <b>Id • T • C • KC2</b>	5.4 Conveys personal experiences and opinions, and describes people, places and events. <b>Id • T • C • KC2</b>
	<b>Strand: UNDERSTANDING LANGUAGE</b>				
	1.5 Recognises key features of the systems of speech and writing. <b>In • T • C • KC1</b>	2.5 Identifies patterns in language and compares how sound and meaning are conveyed across languages. <b>In • T • C • KC1 • KC5</b>	3.5 Reflects on how the language is used to communicate a message, and compares how meanings are expressed in different languages. <b>In • T • C • KC1 • KC2</b>	4.5 Identifies and applies patterns in spoken and written language. <b>In • T • C • KC1 • KC2 • KC5</b>	5.5 Applies knowledge of language to analyse and describe patterns in the spoken and written language. <b>In • T • C • KC1</b>
	<b>Strand: UNDERSTANDING CULTURE</b>				
	1.6 Identifies specific cultural practices in communities, and recognises patterns of behaviour across cultures. <b>Id • In • T • KC1</b>	2.6 Identifies cultural values expressed in social interactions and demonstrates awareness of diversity in cultural practices and values. <b>F • Id • In</b>	3.6 Identifies and compares how significant cultural practices are expressed across cultures. <b>F • Id • In • KC1</b>	4.6 Identifies references to cultural identity, values and practices in texts. <b>F • Id • In • T • KC1</b>	5.6 Recognises and responds to representations of cultural identity, values and practices in text. <b>F • Id • In • T • KC2</b>



## Pathway 2A

Background learners R–12

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><b>Listening</b> Children listen &amp; respond to spoken texts to share meaning. KC2 They learn about language and demonstrate awareness of how meaning is conveyed in the context of everyday experience and cultural settings. <b>In • C • KC1 • KC2 • KC5</b></p> <p><b>Speaking</b> Children share own meanings and ideas with others in the context of everyday experience and cultural settings. <b>Id • C • KC2</b></p> <p><b>Reading</b> Children view, read and interact with texts to discover and share meaning. They learn about the language in the context of everyday experience and cultural settings. <b>In • T • C • KC1 • KC2 • KC5</b></p> <p><b>Writing</b> Children develop writing skills to communicate their own ideas about their immediate environment. <b>C • KC2</b></p>	<p>Students listen and respond to texts to access, order and compare information and ideas, and apply knowledge and understanding in new contexts. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students develop personal relationships and work in teams to share information and achieve collaborative goals. <b>Id • In • C • KC2 • KC4</b></p> <p>Students read and respond to texts to access, order and compare information and ideas, and apply knowledge and understanding in new contexts. <b>T • C • KC1 • KC6</b></p> <p>Students write their own texts to express personal views, experiment with new ideas, and build relationships with others. <b>Id • C • KC2 • KC4 • KC6</b></p>	<p>Students access, discuss and evaluate information in order to understand perspectives and form opinions on a range of issues of interest and concern to young people. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students engage in conversations to explore issues, share opinions, experiences and perspectives, demonstrating appropriate ways of relating to others. <b>In • T • C • KC1 • KC2 • KC4 • KC6</b></p> <p>Students access, discuss and evaluate information in order to understand perspectives and form opinions on a range of issues of interest and concern to young people. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students write their own texts, to present information and reflect on aspects of personal and group identity. They make connections with people and ideas, locally and globally, demonstrating respect for diversity. <b>Id • In • C • KC2</b></p>	<p>Students explore issues, engaging in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students explore issues and engage in critical debate, and work toward collaborative goals, respecting diversity in the views and interests of others. <b>Id • In • C • KC2 • KC3</b></p> <p>Students explore issues, engaging in critical analysis and reflection, to challenge or substantiate viewpoints and ideas in text. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students express personal and group perspectives and reflect on the views, aspirations and experiences of others. <b>F • Id • In • KC2</b></p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
<p>Children explore, interact and experiment with language to learn how meaning is conveyed. They recognise that learning develops through questioning, and discover patterns and relationships within and across languages. <b>In • T • C • KC1 • KC5 • KC6</b></p>	<p>Students analyse patterns and systems and experiment with language. They develop understanding that there are diverse ways to communicate with and relate to others. <b>In • T • C • KC1 • KC2 • KC6</b></p>	<p>Students explore diverse forms of communication and use models to represent and analyse features of the spoken and written language and apply these in interpreting and constructing meaning. <b>In • T • C • KC1 • KC2 • KC3</b></p>	<p>Students use models to organise, analyse and represent systems; and cognitive and intuitive processes to analyse how meaning is conveyed across languages. They explore diverse forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups. <b>In • Id • T • C • KC1 • KC2 • KC3 • KC6</b></p>
<b>Strand: UNDERSTANDING CULTURE</b>			
<p>Children engage with culture in observing language use in diverse social and cultural contexts. They reflect on cultural identity as they develop self-awareness and a sense of self-worth. <b>Id • In • C • KC1</b></p>	<p>Students develop an appreciation of cultural heritage and diversity in cultural values and practices. They learn to appreciate how personal and social values relate to individual and group identity. <b>F • Id • In</b></p>	<p>Students demonstrate understanding and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future. <b>F • Id • In • KC1 • KC2</b></p>	<p>Students analyse perspectives on issues in past, present and future contexts, recognising the interdependence of public and private spheres of life in forming opinions and seeking solutions to problems of local and global concern. <b>Id • In • F • C • KC1</b></p>
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

## Pathway 2A

### Background learners R–12

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: COMMUNICATION</b>				
	<b>Listening</b> 1.1 Makes connections between phrases and their meanings, in response to instructions, questions and requests. <b>In • C • KC2</b>	2.1 Responds to ideas drawn from factual and imaginative texts by expressing a personal opinion. <b>T • C • KC2</b>	3.1 Makes connections between ideas in texts and relates information to make decisions. <b>T • C • KC1</b>	4.1 Identifies relevant ideas in texts in developing an opinion on an issue. <b>T • C • KC1</b>	5.1 Responds critically to ideas and perspectives presented in a range of media. <b>T • C • KC1</b>
	<b>Speaking</b> 1.2 Expresses own ideas and responds appropriately in group activities and in social contexts. <b>Id • In • C • KC1 • KC2 • KC4</b>	2.2 Engages in social interaction to build relationships and exchange opinions and ideas with others. <b>Id • In • C • KC2</b>	3.2 Contributes information and expresses own ideas in learning activities. <b>In • T • C • KC2</b>	4.2 Works cooperatively to share information, ideas and opinions on issues of interest. <b>In • T • C</b>	5.2 Shares personal perspectives and collaborates with others in discussions on issues of interest and concern. <b>In • C • KC4</b>
	<b>Reading</b> 1.3 Identifies key information and ideas in texts to share with others. <b>In • T • C • KC1 • KC2</b>	2.3 Accesses ideas conveyed in texts to collaborate, share meaning and take action with others. <b>In • T • C • KC2 • KC3</b>	3.3 Makes connections between ideas in texts and relates information to make decisions. <b>Id • T • C • KC1</b>	4.3 Identifies relevant ideas in texts in developing an opinion on an issue. <b>T • C • KC1</b>	5.3 Reads and responds critically to issues, ideas and perspectives drawn from a range of media. <b>T • C • KC1 • KC2</b>
	<b>Writing</b> 1.4 Writes short messages to convey key points of information to others. <b>T • C • KC1 • KC2</b>	2.4 Writes own texts to express knowledge and understanding and convey personal meaning to others. <b>Id • In • C • KC2</b>	3.4 Writes to convey personal opinions and experiences and share information with others. <b>Id • In • C • KC2</b>	4.4 Writes to convey personal ideas and opinions on topics of interest. <b>Id • In • C • KC2</b>	5.4 Synthesises information from a range of media to convey information, ideas and perspectives about issues of interest or concern. <b>F • Id • In • KC2</b>
	<b>Strand: UNDERSTANDING LANGUAGE</b>				
	1.5 Identifies patterns in language and compares how sound and meaning are conveyed across languages. <b>In • T • C</b>	2.5 Reflects on how language is used to communicate a message, and compares how meanings are expressed in different languages. <b>In • T • C • KC1 • KC2</b>	3.5 Reflects on how language is used to communicate, and compares how meanings are expressed in different languages. <b>In • T • C • KC1 • KC2</b>	4.5 Applies comparative knowledge of language to analyse and describe key concepts in language learning and use. <b>In • T • C • KC1</b>	5.5 Extends and applies knowledge of language in creating meaning and analysing textual structure and linguistic choice in text. <b>Id • T • C • KC1</b>
	<b>Strand: UNDERSTANDING CULTURE</b>				
	1.6 Identifies cultural values expressed in social interactions and demonstrates awareness of diversity in cultural practices and values. <b>Id • In • T • KC1</b>	2.6 Identifies how cultural meanings are expressed in language, and compares cultural values and practices across cultures. <b>Id • In • C • KC1</b>	3.6 Identifies and compares patterns of interaction across cultures, reflecting on how cultural identity is expressed. <b>Id • In • KC1</b>	4.6 Identifies and responds to cultural perspectives presented in texts, and compares values and perspectives across cultures. <b>Id • In • KC1</b>	5.6 Makes judgments about the significance of and reasons for particular practices and values in cultures. <b>Id • In • C • KC1</b>

## Pathway 1B

Second language learners 8–12

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><i>This Pathway begins at Year 8</i></p>		<p><b>Listening</b> Students listen to and interact with others to make meaning and learn about the target language. They collect and organise information, and share findings with others. <b>T • C • In • KC1 • KC2 • KC6</b></p>	<p>Students listen and respond to texts to interpret meaning and extend their knowledge of the language in new contexts. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. <b>In • T • KC2 • KC6</b></p>
		<p><b>Speaking</b> Students engage in interactions in familiar settings to share meaning and to explore the different purposes of communication. <b>Id • C • KC2</b></p>	<p>Students engage in conversations, demonstrating appropriate ways of establishing and maintaining relationships, and interacting with others in diverse cultural settings. <b>In • C • KC2 • KC4</b></p>
		<p><b>Reading</b> Students view, read and interact with texts to interpret meaning in familiar contexts. <b>T • C • KC1 • KC2</b></p>	<p>Students develop their capability to interpret meaning and use the language in new contexts. They read and respond to texts to develop thinking skills, and make connections between ideas as they analyse information and share findings with others. <b>T • C • KC1 • KC2 • KC6</b></p>
		<p><b>Writing</b> Students begin to write their own texts, with support, to communicate ideas and explore different forms of communication. <b>T • C • KC2</b></p>	<p>Students write their own texts to share information, opinions and ideas about aspects of personal and group identity. <b>Id • T • C • KC2</b></p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
		<p>Students learn to appreciate diversity in language systems, and to identify patterns and reflect on concepts in grammatical and writing systems. They learn how language can be used for exchanging meaning and for learning, and as the medium through which knowledge and values develop, and future possibilities are expressed. <b>F • T • C • KC5</b></p>	<p>Students explore diverse forms of communication, and use models to represent and analyse features of the spoken and written language, and apply these in interpreting and constructing meaning. <b>In • T • C • KC1 • KC2 • KC6 • KC7</b></p>
<b>Strand: UNDERSTANDING CULTURE</b>			
		<p>Students identify connections between cultural values and practices and language use. They explore relationships between individuals, families and communities and concepts of identity in diverse cultural settings. <b>Id • In • KC1</b></p>	<p>Students demonstrate understanding and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future. <b>F • Id • In • KC1 • KC2</b></p>

**Pathway 1B**

Second language learners 8–12

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
▼	<b>Strand: COMMUNICATION</b>				
	<p>As this Pathway begins at Year 8 there are no Outcomes before Standard 4</p>			<b>Listening</b> 4.1 Identifies key ideas in texts to collaborate in activities and share meaning with others. <b>In • T • C • KC1</b>	5.1 Makes connections between the main ideas and supporting detail in texts to make decisions. <b>In • T • C • KC1</b>
				<b>Speaking</b> 4.2 Builds relationships and presents information in social interactions. <b>In • C • KC1 • KC4</b>	5.2 Works cooperatively to share ideas and opinions with others. <b>In • C • KC2</b>
				<b>Reading</b> 4.3 Searches for information to collaborate in activities and share meaning with others. <b>T • KC1</b>	5.3 Organises and analyses information in texts to make decisions. <b>T • KC1</b>
				<b>Writing</b> 4.4 Writes personal messages to convey information to others. <b>Id • T • C • KC2</b>	5.4 Conveys personal messages, and shares information and experiences with others. <b>Id • T • C • KC2</b>
	<b>Strand: UNDERSTANDING LANGUAGE</b>				
				4.5 Identifies and describes patterns and features of the language and compares how meanings are expressed across languages. <b>In • T • C • KC1 • KC2 • KC5</b>	5.5 Analyses and applies patterns in spoken and written language. <b>In • T • C • KC1 • KC2 • KC5</b>
	<b>Strand: UNDERSTANDING CULTURE</b>				
				4.6 Identifies and compares how significant cultural practices are expressed across cultures. <b>F • Id • In • KC1</b>	5.6 Identifies references to cultural identity, values and practices in texts. <b>F • Id • In • T • KC1</b>

**Pathway 2B**

Background learners 8–12

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><i>This Pathway begins at Year 8</i></p>		<p><b>Listening</b> Students access information in order to form opinions on issues of interest and concern to young people. <b>T • C • KC1 • KC2 • KC6</b></p> <p><b>Speaking</b> Students engage in conversations to share ideas, opinions and experiences, demonstrating appropriate ways of relating to others. <b>In • T • C • KC1 • KC2 • KC4 • KC6</b></p> <p><b>Reading</b> Students access, information in order to form opinions on issues of interest and concern to young people. <b>T • C • KC1 • KC2 • KC6</b></p> <p><b>Writing</b> Students write their own texts to establish relationships and share ideas with other users of the language locally and globally, demonstrating respect for diversity. <b>Id • In • C • KC2</b></p>	<p>Students explore issues, engaging in discussion and evaluation to understand perspectives, opinions and ideas in text. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students exchange opinions and perspectives and work toward collaborative goals, respecting diversity in the views and interests of others. <b>Id • In • C • KC2 • KC3</b></p> <p>Students explore issues, engaging in discussion and evaluation to understand perspectives, opinions and ideas in text. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students express personal and group perspectives on issues and reflect on the views, aspirations and experiences of others. <b>F • Id • In • KC2</b></p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
		<p>Students explore diverse forms of communication and use models to represent and analyse features of the spoken and written language and apply these in interpreting and constructing meaning. <b>In • T • C • KC1 • KC2 • KC3</b></p>	<p>Students use models to organise, analyse and represent systems and cognitive and intuitive processes to analyse how meaning is conveyed across languages. They explore diverse forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups. <b>In • Id • T • C • KC1 • KC2 • KC3 • KC6</b></p>
<b>Strand: UNDERSTANDING CULTURE</b>			
		<p>Students demonstrate understanding and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future. <b>Id • In • KC1 • KC2</b></p>	<p>Students analyse perspectives on issues in past, present and future contexts, recognising the interdependence of public and private spheres of life in forming opinions and seeking solutions to problems of local and global concern. <b>Id • In • F • C • KC1</b></p>

**Pathway 2B**

Background learners 8–12

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
▼	Strand: <b>COMMUNICATION</b>				
As this Pathway begins at Year 8 there are no Outcomes before Standard 4				<b>Listening</b> 4.1 Makes connections between ideas in texts and relates information to make decisions. <b>T • C • KC1</b>	5.1 Identifies relevant ideas in texts in developing an opinion on an issue. <b>T • C • KC1</b>
				<b>Speaking</b> 4.2 Contributes relevant information and expresses own ideas in conversation. <b>In • T • C • KC2</b>	5.2 Works cooperatively to share information, ideas and opinions on issues of local and global concern. <b>In • T • C</b>
				<b>Reading</b> 4.3 Makes connections between ideas in texts and relates information to make decisions. <b>Id • T • C • KC1</b>	5.3 Identifies relevant ideas in texts in developing an opinion on an issue. <b>T • C • KC1</b>
				<b>Writing</b> 4.4 Writes to convey personal experiences, opinions and share factual information with others. <b>Id • In • C • KC2</b>	5.4 Writes to express personal perspectives on topics of interest. <b>Id • In • C • KC2</b>
	Strand: <b>UNDERSTANDING LANGUAGE</b>				
				4.5 Reflects on how language is used to communicate, and compares how meanings are expressed across languages. <b>In • T • C • KC1 • KC2</b>	5.5 Applies knowledge of languages to analyse and describe key concepts in language learning and use. <b>In • T • C • KC1</b>
Strand: <b>UNDERSTANDING CULTURE</b>					
				4.6 Identifies and compares patterns of interaction across cultures, reflecting on how cultural identity is expressed. <b>Id • In • KC1</b>	5.6 Identifies and responds to cultural perspectives presented in texts, and compares values and perspectives across cultures. <b>Id • In • KC1</b>

**Pathway 1A**

**Second language learners R–12**

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><b>Listening</b> Children listen and respond to sounds, morphemes, words, phrases, sentences and texts in seeking to recognise meaning. They learn about the language by identifying patterns and connections within and between language systems. <b>In • T • C • KC1 • KC2 • KC5</b></p> <p><b>Speaking</b> Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines. <b>C • KC1 • KC2</b></p> <p><b>Reading</b> Children view, read and interact with multimodal texts to recognise and make meaning. They learn about the language and how sound and meaning are expressed in writing by identifying patterns and connections within and between language systems. <b>In • T • C • KC1 • KC5</b></p> <p><b>Writing</b> Children develop writing skills, moving from tracing or copying to self-constructed writing of key morphemes, words and phrases, to share meaning. <b>T • C • KC2</b></p>	<p>Students listen to, and interact with, others to make meaning and learn about the target language. They research, collect, analyse and organise information, and share findings with others. <b>T • C • KC1 • KC2</b></p> <p>Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication. <b>Id • C • KC2</b></p> <p>Students view, read and interact with texts to interpret meaning in familiar contexts. They make connections between concepts across Learning Areas as they research, collect, explore and organise information, and share findings with others. <b>T • C • KC1 • KC2</b></p> <p>Students begin to write their own texts independently to communicate ideas and explore different forms of written communication, including the use of a range of multimedia. <b>T • C • KC2 • KC7</b></p>	<p>Students listen and respond to spoken texts of increasing complexity and interpret meaning. They link ideas within and beyond the texts. <b>In • T • KC2 • KC6</b></p> <p>Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. <b>Id • In • T • C • KC2 • KC4</b></p> <p>Students read and respond to texts of increasing complexity to make meaning and link ideas within and beyond the texts. <b>T • C • KC1 • KC2 • KC6</b></p> <p>Students write their own texts to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. <b>Id • T • C • KC1 • KC2</b></p>	<p>Students listen and respond to spoken texts set in different contexts and using diverse media to explore and clarify meanings and to identify and discuss ideas. <b>In • T • C • KC1 • KC2 • KC6</b></p> <p>Students speak and interact to exchange ideas, information and outlooks, and demonstrate ways of working towards shared goals. <b>In • C • KC2 • KC3 • KC4</b></p> <p>Students read and respond to texts in and about the language to explore and interpret meanings, to make connections between information and ideas, and to extend their knowledge of how meaning is expressed in culturally specific ways. <b>In • T • C • KC1 • KC2 • KC6</b></p> <p>Students write their own texts in and about the language to present ideas and information, to provide personal and group reflections, and to apply knowledge and understanding in new contexts. <b>In • T • C • KC1 • KC2 • KC6</b></p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
<p>Children begin to understand that meaningful language learning and use develop through recognising patterns and relationships in the language. They begin to appreciate that languages differ. They begin to understand that European contact has reduced the number and diversity of Australian Indigenous languages. They appreciate that for these languages the application of the spoken form to the written form is a recent development. <b>F • Id • In • T • C • KC1 • KC5 • KC6</b></p>	<p>Students learn to identify increasingly complex patterns within the language, and appreciate that their developing understandings can be applied across languages. They understand that language is used for making and exchanging meaning and for learning; and that it is the medium through which culturally embedded ways of acting, believing, valuing and thinking develop and are passed between generations. <b>F • T • C • KC5</b></p>	<p>Students identify patterns of structure and meaning, and create models of language from these. <b>In • T • C • KC1 • KC4 • KC6</b></p>	<p>Students continue to reflect on and explore systems within and across languages and continue to apply these understandings in their own learning. <b>In • T • C • KC1 • KC6</b></p>
<b>Strand: UNDERSTANDING CULTURE</b>			
<p>Children experience and learn to respect specific cultural practices and values, and relate this to their own learning. They further develop self-awareness, self-worth and a sense of potential, and come to appreciate the diversity of cultures to which people belong. <b>F • Id • In • T • C • KC1</b></p>	<p>Students recognise and reflect on connections between cultural values and practices and language use. They recognise how, in different cultures, relationships between individuals, families and communities contribute to forming identity. <b>Id • In • KC1</b></p>	<p>Students appreciate and demonstrate respect for the values and practices of diverse groups; at the same time they understand that Australian Indigenous social and cultural values and practices remain threatened. They recognise connections between identity and cultural values, and the expression of these in language. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts. <b>F • Id • In • KC1 • KC2 • KC4</b></p>	<p>Students identify and respond to challenges for the future through engagement with a diversity of world views. They understand the significance of the future challenges facing indigenous cultures and languages, and reflect on the implications of this for diversity. <b>F • Id • In • T • C • KC1 • KC2</b></p>
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			



## Pathway 1A

### Second language learners R–12

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: COMMUNICATION</b>				
	<b>Listening</b> 1.1 Makes connections between morphemes, words, phrases and sentences, and their meanings in spoken texts. <b>In • T • C</b>	2.1 Recognises meaning in morphemes, words, phrases and sentences and responds in routine classroom activities and social exchanges. <b>In • T • C • KC2</b>	3.1 Identifies factual information in texts to collaborate in activities and share meaning with others. <b>In • T • C • KC1</b>	4.1 Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or viewpoint. <b>In • T • C • KC1</b>	5.1 Identifies and explores themes, ideas, information and cultural aspects in spoken texts. <b>In • T • C</b>
	<b>Speaking</b> 1.2 Uses words, phrases and sentences to identify or name objects, and in social interaction and action-related talk. <b>C • KC1 • KC2</b>	2.2 Responds to interactions and experiments with language to make meaning with others. <b>Id • C</b>	3.2 Speaks to build relationships and convey information, and to express own ideas in social interactions. <b>In • C • KC1 • KC4</b>	4.2 Presents spoken information and viewpoints on issues in social interactions. <b>In • C • KC2</b>	5.2 Uses spoken language cooperatively to share information and ideas, and to present outlooks on issues of interest. <b>In • C • KC2 • KC4</b>
	<b>Reading</b> 1.3 Makes connections between letters, morphemes, words, phrases and sentences and their meanings in written texts. <b>In • T • C</b>	2.3 Identifies key information and ideas, and anticipates meaning of new morphemes, words, phrases and sentences in texts. <b>T • C • KC1</b>	3.3 Identifies specific information in texts. <b>T • KC1</b>	4.3 Organises and explores key points of information in texts. <b>T • KC1</b>	5.3 Identifies written ideas and key points of information in purposefully engaging with texts. <b>T • C • KC1 • KC2</b>
	<b>Writing</b> 1.4 Shares meaning by selecting morphemes, words, phrases and sentences to create a text. <b>In • T • C • KC2</b>	2.4 Writes morphemes, words, phrases and sentences in creating meaningful texts, to share ideas and information. <b>T • C • KC2</b>	3.4 Writes phrases and sentences to convey messages, information and ideas. <b>Id • T • C • KC2</b>	4.4 Writes sentences and extended text to convey messages, experiences, viewpoints, information and ideas. <b>Id • T • C • KC2</b>	5.4 Writes to convey personal experiences, ideas, outlooks, aspirations and information about people, places, things, and events. <b>Id • T • C • KC2</b>
	<b>Strand: UNDERSTANDING LANGUAGE</b>				
	1.5 Recognises features of the system in the language, and makes comparisons between languages. <b>In • T • KC1 • KC6</b>	2.5 Identifies patterns in language and observes how meaning is constructed within different languages, and begins to reflect on language. <b>In • T • C • KC1 • KC5</b>	3.5 Reflects on how language is used to condense, extend, elaborate or otherwise modify texts, and compares how meanings are expressed in different languages. <b>In • T • C • KC1 • KC2</b>	4.5 Applies knowledge of structure in language forms to identify, explore and describe patterns in the language; and reflects on language. <b>In • T • C • KC1 • KC2 • KC5</b>	5.5 Makes connections within and across languages in extending own learning; and reflects on language. <b>In • T • C • KC1</b>
	<b>Strand: UNDERSTANDING CULTURE</b>				
	1.6 Identifies specific cultural practices and values in communities, and recognises patterns across cultures in relation to own experience. <b>Id • In • T • KC1</b>	2.6 Identifies how cultural values are expressed, and demonstrates awareness of diversity in cultural practices and values. <b>F • Id • In</b>	3.6 Reflects on cultural practices and compares how these are expressed across cultures. <b>F • Id • In • T • KC1</b>	4.6 Reflects on cultural identity, values and practices, and challenges assumptions about these. <b>F • Id • In • T • KC1</b>	5.6 Reflects on issues of cultural diversity and the meaning of this in past, present and future contexts. <b>F • Id • In • T • KC2</b>

## Pathway 1B

Second language learners 8–12

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: COMMUNICATION</b>			
<p><i>This Pathway begins at Year 8</i></p>		<p><b>Listening</b> Students listen and respond to texts, and interact with others to make meaning and learn about the language. They research, collect, analyse and organise information, and share findings with others. <b>T • C • KC1 • KC2 • KC6</b></p>	<p>Students listen and respond to spoken texts to interpret meaning in a variety of contexts. They develop thinking skills and link ideas within and beyond the texts. <b>In • T • C • KC2 • KC4</b></p>
		<p><b>Speaking</b> Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication. <b>Id • In • C • KC2 • KC4</b></p>	<p>Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. <b>Id • In • T • C • KC2 • KC4</b></p>
		<p><b>Reading</b> Students view, read and interact with texts to interpret meaning in familiar contexts. They link concepts across Learning Areas as they research, collect, explore and organise information, and share findings with others. <b>T • C • KC1 • KC2 • KC6</b></p>	<p>Students read and respond to written texts to interpret meaning in a variety of contexts. They develop thinking skills and link ideas within and beyond texts. <b>T • C • KC1 • KC2 • KC6</b></p>
		<p><b>Writing</b> Students begin to write their own texts independently to communicate ideas. They explore different forms of written communication, including the use of a range of multimedia. <b>Id • T • C • KC2 • KC7</b></p>	<p>Students write their own texts to share information, viewpoints and ideas about aspects of personal and group identity and other topics. <b>Id • T • C • KC2</b></p>
<b>Strand: UNDERSTANDING LANGUAGE</b>			
		<p>Students identify and explore patterns in the language and appreciate that the understandings they develop can be applied across languages. They comprehend the fact of, and the need for, language diversity. <b>F • Id • In • T • KC1</b></p>	<p>Students identify patterns of structure and meaning, and create models of language from these. <b>In • T • C • KC1 • KC4 • KC6</b></p>
<b>Strand: UNDERSTANDING CULTURE</b>			
		<p>Students recognise and explore connections between cultural values and practices and language use, and develop appreciation and respect for diverse linguistic groups in Australia. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts. <b>F • Id • In • KC1</b></p>	<p>Students appreciate and demonstrate respect for the values and practices of diverse groups; at the same time they understand that Indigenous Australian social and cultural values and practices remain threatened. They recognise connections between identity and cultural values, and the expression of these in language. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts. <b>F • Id • In • KC1 • KC2 • KC4</b></p>

**Pathway 1B**

Second language learners 8–12


Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
▼	<b>Strand: COMMUNICATION</b>				
	<p>As this Pathway begins at Year 8 there are no Outcomes before Standard 4</p>			<p><b>Listening</b></p> <p>4.1 Recognises meaning in morphemes, words, phrases and sentences and responds in routine classroom activities and social exchanges. <b>In • T • C • KC2</b></p> <p><b>Speaking</b></p> <p>4.2 Responds to interactions and experiments with language to make meaning with others. <b>Id • C • In • KC4</b></p> <p><b>Reading</b></p> <p>4.3 Identifies key ideas and information and anticipates meaning of morphemes, words, phrases and sentences in texts. <b>T • C • KC1</b></p> <p><b>Writing</b></p> <p>4.4 Creates texts to share ideas and information. <b>C • KC2</b></p>	<p>5.1 Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or opinion. <b>In • T • C • KC1</b></p> <p>5.2 Presents spoken information and viewpoints in social interactions. <b>In • C • KC2</b></p> <p>5.3 Organises and explores key points of information in texts. <b>T • KC1</b></p> <p>5.4 Writes sentences and cohesive text to convey messages, experiences, viewpoints, information and ideas. <b>Id • T • C • KC2</b></p>
	<b>Strand: UNDERSTANDING LANGUAGE</b>				
				<p>4.5 Reflects on how the language is used to communicate messages, how meaning is expressed in different languages, and aspects of language itself. <b>T • KC1 • KC2 • KC4</b></p>	<p>5.5 Applies knowledge of structure in language forms to identify, explore and describe patterns in the language; and reflects on language. <b>In • T • C • KC1 • KC2 • KC5</b></p>
	<b>Strand: UNDERSTANDING CULTURE</b>				
				<p>4.6 Reflects on cultural practices and compares how these are expressed across cultures. <b>Id • In • KC1</b></p>	<p>5.6 Reflects on cultural identity, values and practices, and challenges assumptions about these. <b>F • Id • In • T • KC1</b></p>

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: EXPLORING, ANALYSING AND MODELLING DATA</b>			
<p>Children generate data about the world around them. They develop strategies, including using technology, to collect, organise and represent data, and use it to describe situations and to make decisions and personal plans. <b>Id • T • C • KC1 • KC3 • KC6 • KC7</b></p>	<p>Students generate and analyse data from a diverse range of sources (including online) and perspectives to investigate situations drawn from their personal lives and the world around them. They use this data to explore patterns and relationships, and to inform their choices and actions. <b>Id • T • C • KC1</b></p>	<p>Students engage with data by formulating and answering questions, and collecting, organising and representing data in order to investigate and understand the world around them. <b>In • T • C • KC2 • KC6</b></p>	<p>Students engage with data by developing skills in posing questions, and collecting, organising, representing, critiquing and communicating data to help answer those questions. <b>In • T • C • KC1 • KC2</b></p>
<p>Children explore ways of using comparative language and number to describe and represent data and to communicate responses about their questions. They make predictions about similar situations based upon the conclusions drawn from data they collect and digitalise. <b>C • KC2 • KC6 • KC7</b></p>	<p>Students draw conclusions from data they collect from diverse sources and perspectives, using descriptions of the spread of the data and of relationships within it. They make predictions and informal inferences for larger populations or similar situations, and communicate their conclusions and predictions to a variety of audiences. <b>F • Id • T • C • KC1 • KC2 • KC6</b></p>	<p>Students use statistical methods to reduce, analyse and interpret data, while critically evaluating the cultural and social inclusivity of the samples used. <b>In • T • KC1</b></p>	<p>Students use critical appraisal to interpret data using methods of exploratory data analysis, while developing and evaluating predictions, inferences and arguments from data. <b>F • T • C • KC1 • KC6</b></p>
<p>Children construct an understanding of chance and randomness through exploring the variety of possibilities presented both by their daily activities and by phenomena in their environments. <b>F • T • C • KC6</b></p>	<p>Students refine their understanding of chance and randomness by using data from their daily activities to describe possible outcomes and their likelihood. They analyse trends and relationships and make predictions about possibilities in the future. <b>F • Id • T • C • KC1 • KC6</b></p>	<p>Students engage with data to understand, analyse and apply notions of chance and probability in the social and natural worlds. <b>F • In • T • KC1</b></p>	<p>Students understand basic notions of chance and probability, apply them to social situations, and report on their findings. <b>F • In • T • KC2</b></p>
<b>Strand: MEASUREMENT</b>			
<p>Children construct concepts of size and measurable attributes by comparing a wide variety of familiar figures, objects and events drawn from the world around them. <b>Id • T • C • KC1</b></p>	<p>Students refine their concepts of measurable attributes and units of comparison. They choose the most appropriate attributes and units to quantify 2-D figures, 3-D solids and time for a wide variety of purposes, and are able to justify their choices to others. <b>T • C • KC2</b></p>	<p>Students understand attributes, units and systems of measurement. They research and report on how measurement is used in the home, community and paid workforce, and recognise transferability between these and other contexts. <b>In • T • C • KC1 • KC2 • KC6</b></p>	<p>Students extend their capacity to think mathematically. They analyse and make connections between measurements, select and develop strategies to solve a variety of problems, and select means of communicating results appropriate in a range of contexts. <b>In • T • C • KC1 • KC2 • KC6</b></p>
<p>Children develop strategies that directly compare and quantify measurable attributes of a wide variety of figures, objects and events drawn from the world around them. <b>T • C • KC6</b></p>	<p>Students use direct measurement strategies and relationships between particular attributes to quantify the size of 2-D figures, 3-D solids and time. They identify, plan and act to address measurement problems. <b>T • C • KC3</b></p>	<p>Students recognise and develop and report on connections between mathematical ideas and representations. They employ logical strategies to solve problems in measurement situations, and reflect on the reasonableness of their answers. <b>T • KC1 • KC2 • KC6</b></p>	<p>Students select from and apply a variety of techniques, tools and formulae for determining measurements accurately in a range of educational, recreational and occupational situations. <b>Id • In • T • KC1</b></p>
<p>★ The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: EXPLORING, ANALYSING AND MODELLING DATA</b>				
	<p>1.1 Generates and organises data and uses it to make personal and collective plans. <b>Id • T • C • KC3</b></p> <p>1.2 Uses everyday comparative language and number to describe the data they have generated in parts and as a whole and describe how the data assists them to answer their own questions. <b>C • KC2</b></p> <p>1.3 Recognises situations whose outcomes are certain, impossible or unpredictable; states possible outcomes for particular events and uses everyday language to describe the likelihood of the outcomes occurring. <b>F • T • C • KC2</b></p>	<p>2.1 Poses questions, explores patterns, and collects relevant data. They record and represent the data, and also use data presented by others. <b>T • C • KC1 • KC2</b></p> <p>2.2 Describes key features of data and draws conclusions from similar data from different groups. They make general predictions based on results. <b>F • T • C • KC1 • KC2 • KC6</b></p> <p>2.3 Describes situations where chance plays a role; collects, organises and represents data to identify possible outcomes; and uses comparative language to describe the likelihood of each outcome. <b>F • T</b></p>	<p>3.1 Poses questions, determines a sample, collects and records data including related data, represents sample data in order to investigate the world around them. <b>In • T • C • KC1 • KC6</b></p> <p>3.2 Summarises, recognises bias, draws conclusions and makes conjectures about data. Understands how different organisation and representations influence data interpretation. <b>In • T • KC1</b></p> <p>3.3 Analyses data to search for patterns in events where the range of outcomes is generated by situations where chance plays a role. <b>F • In • T • KC1</b></p>	<p>4.1 Poses questions, appropriately designs a survey, collects data and classifies sequence, collapses, tabulates and represents the data with and without ICTs. <b>In • T • C • KC1 • KC2 • KC7</b></p> <p>4.2 Reads and describes information in given tables, diagrams, line and bar graphs. Makes predictions based on the information, understanding the limitations of data interpretation and the possible social consequences of these limitations. <b>In • T • KC2 • KC6</b></p> <p>4.3 Interprets data and makes numerical statements about probability, models situations, using data to validate their theories about the fairness of everyday situations including hypothetical situations. <b>F • In • T • KC1</b></p>	<p>5.1 Plans experiments and surveys; checks data for inconsistencies; and represents and reports on central tendency and spread of data. <b>T • C • KC2 • KC3</b></p> <p>5.2 Displays and summarises data to show location and spread, while interpreting and critiquing collected and published data from a variety of sources and perspectives (describing distributions, and making comparisons, inferences and predictions where appropriate). <b>F • T • C • KC1</b></p> <p>5.3 Calculates probabilities in a variety of situations involving chance, including situations involving compound events. <b>F • In • T • KC6</b></p>
	<b>Strand: MEASUREMENT</b>				
	<p>1.4 Compares and orders the measurable attributes of distance, surface, space, mass, turn/angle and time to describe the size of a wide range of familiar figures, objects and events. <b>T • C • KC1</b></p> <p>1.5 Chooses and uses a variety of strategies to measure the size of a wide variety of figures, objects and events drawn from the world around them. <b>T • C • KC6</b></p>	<p>2.4 Chooses, estimates and uses metric units to measure attributes of figures and objects; orders events or cycles of events; estimates the duration and time of events; constructs and uses measuring tools, explains that all measurement is approximate and that some tools increase precision. <b>T • KC2</b></p> <p>2.5 Uses direct measuring strategies to represent, communicate and record measurements graphically in symbols with correct units and performs simple operations on measures. <b>T • C • KC2</b></p>	<p>3.4 Selects appropriate attributes and systems to measure for a variety of purposes and reports on how measurement is used in social practice. <b>In • T • C • KC1 • KC2</b></p> <p>3.5 Uses a range of standard tools to measure relationships between distances and other measurable attributes to calculate size. <b>T</b></p>	<p>4.4 Selects appropriate measurement units and scale to conduct collaborative research into issues associated with the social or physical world. <b>In • T • C • KC1 • KC4</b></p> <p>4.5 Applies a variety of techniques and tools, and uses a range of measurement formulae to solve problems. <b>T • KC6</b></p>	<p>5.4 Appropriately selects, uses and communicates attributes, units and systems of measurement. <b>In • T • C • KC1 • KC2</b></p> <p>5.5 Applies a variety of techniques and tools, and manipulates formulae to solve and report on everyday and community problems. <b>In • T • C • KC2 • KC6</b></p>

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: NUMBER</b>			
<p>Children construct their concepts of counting numbers, simple fractions and the base 10 number system using symbols and collections from everyday life. <b>In • T • C • KC1</b></p>	<p>Students develop their number sense through exploring and analysing how numbers are used and represented in their daily activities, their communities and their experiences in other Learning Areas. They continue to refine their understanding of relationships between numbers, place value and proportion. <b>Id • In • T • C • KC1 • KC6</b></p>	<p>Students recognise relationships within different number concepts in order to make sense of, and represent numerically, a range of community activities and social processes encountered in their lives. <b>In • T • KC1</b></p>	<p>Students understand concepts of 'number', ways of representing numbers, relationships among numbers, number systems and the concept of numbers represented in logarithmic form. They report on their conceptualisation, and understand that numbers have cultural bases. <b>In • T • C • KC2</b></p>
<p>In their daily activities children construct meaning from operations with numbers. They explore ways of deconstructing and combining numbers that represent collections of objects, units of comparison and amounts of money. <b>In • T • C • KC1</b></p>	<p>Students develop their understanding of the four operations (addition, subtraction, multiplication and division) and the relationships between them. They use mathematical terminology, symbols and conventions to communicate their understanding to others. <b>T • C • KC2</b></p>	<p>Students understand the meaning of operations and how they relate to each other, and can communicate these through a range of media, including information and communication technologies. <b>In • T • C • KC2 • KC7</b></p>	<p>Students understand and report on the meaning of operations, how they relate to each other and their use in modelling growth and change. <b>F • In • T • C • KC2</b></p>
<p>Children generate and explore a variety of computational strategies to use numbers in daily activities when they need to estimate and quantify. <b>Id • T • C • KC1 • KC6</b></p>	<p>Students use their number sense to refine their ability to estimate, calculate and present using spreadsheets, measurements and amounts of money in their personal, family and community activities, and in their experiences in other Learning Areas. <b>Id • T • C • KC7</b></p>	<p>Students use computational tools and strategies, and understand and represent the thinking processes employed in solving problems involving proportions. <b>T • KC6</b></p>	<p>Students select and use computational tools and strategies fluently, and estimate appropriately. <b>T • C • KC6</b></p>
<b>Strand: PATTERN AND ALGEBRAIC REASONING</b>			
<p>Children recognise, describe, predict, represent and communicate patterns. <b>F • T • C • KC1 • KC2 • KC6</b></p>	<p>Students identify, describe, construct, represent and predict patterns and relationships when working with data, measuring and calculating. They relate these patterns and relationships to their everyday lives. <b>F • Id • T • KC1 • KC2 • KC6</b></p>	<p>Students demonstrate, record and report on logical and critical thought processes by searching for and abstracting generational algebraic representations from patterns drawn from current social situations. <b>In • T • KC2</b></p>	<p>Students recognise various families of functions, and analyse the effects of changes, in describing and analysing local and global behaviour of functions from a variety of contexts. <b>In • T • C • KC1</b></p>
<p>Children make predictions and informal generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify. <b>F • C • KC6</b></p>	<p>Students employ everyday language and mathematical symbols to represent and communicate their generalisations about mathematical situations and structures. <b>Id • C • KC2</b></p>	<p>Students analyse mathematical structures and use algebraic formulae to represent situations. They further develop the capacity to express themselves, and to solve problems involving linear relationships. <b>T • C • KC1 • KC6</b></p>	<p>Students use symbolic forms to represent, analyse and communicate mathematical situations and structure, in order to devise logical and creative solutions to contemporary problems ranging from proving identities to logical understanding of the argument by mathematical induction. <b>T • C • KC1 • KC2</b></p>
<p>Children use mathematics to explore and describe change based on their personal experiences and interactions with their environments. They use these predictions to make connections between the past, present and future. <b>F • Id • In • C • KC1 • KC2 • KC6</b></p>	<p>Students collect and analyse information in understanding that the social and physical world is constantly changing, and that such change can be represented in symbols and mathematical models. <b>F • In • C • KC1</b></p>	<p>Students use mathematical models to make connections and analyse how things might change in both real and abstract contexts. They extract information from tables of data and graphs, making comparisons between varying rates of change, and predicting future events. <b>F • T • KC1 • KC6</b></p>	<p>Students use mathematical models to make connections and analyse how things might change in both real and abstract contexts. They employ skills of interpolation and extrapolation to make and communicate informed judgments about future events, and what could influence them. <b>F • In • T • C • KC1 • KC2 • KC6</b></p>
<p>★ The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			



<b>Developmental Learning Outcomes</b> Birth–Age 3 & Age 3–Age 5	<b>At Standard 1,</b> towards the end of Year 2, the child:	<b>At Standard 2,</b> towards the end of Year 4, the student:	<b>At Standard 3,</b> towards the end of Year 6, the student:	<b>At Standard 4,</b> towards the end of Year 8, the student:	<b>At Standard 5,</b> towards the end of Year 10, the student:
	<b>Strand: NUMBER</b>				
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<p>1.6 Uses the base 10 number system and fractions to represent numbers when working with their peers, collections of objects, measurements and data. <b>In • T • C • KC4</b></p> <p>1.7 Describes, represents and uses a variety of counting strategies and the four number operations to estimate and quantify collections of objects, units of comparison and amounts of money. <b>In • T • C • KC2</b></p> <p>1.8 Uses counting strategies to answer questions about situations that involve number operations, use of a calculator, and informal and standard algorithms. <b>Id • T • C • KC7</b></p>	<p>2.6 Represents and compares rational numbers in a variety of ways, describing relationships among them. <b>In • T • KC2</b></p> <p>2.7 Describes, represents and applies operations with whole numbers. <b>T • C • KC2</b></p> <p>2.8 Uses a variety of estimating and calculating strategies, including memorising addition and subtraction facts with whole numbers, and with money represented as decimals. <b>Id • In • T</b></p>	<p>3.6 Represents and analyses relationships amongst number concepts and uses these to make sense of, and represent the world. <b>In • T • KC1 • KC2</b></p> <p>3.7 Describes, represents and analyses operations with rational numbers and relationships between them. <b>In • T • C • KC1 • KC2</b></p> <p>3.8 Uses a variety of estimating and calculating strategies with whole numbers, including memorising multiplication and division facts, fractions and decimals. <b>T • KC6</b></p>	<p>4.6 Represents and analyses relationships amongst integers and rational numbers and commonly encountered irrational numbers. <b>In • T • KC1</b></p> <p>4.7 Communicates understanding of the meaning of operations with integers and rational numbers, and how they relate to each other. <b>In • T • C • KC2</b></p> <p>4.8 Applies appropriate computational tools and strategies to proportional situations involving integers, and rational numbers. <b>T • KC6 • KC7</b></p>	<p>5.6 Uses numbers, relationships among numbers and number systems and represents and discusses these understandings with others. <b>In • T • C • KC2</b></p> <p>5.7 Demonstrates and justifies understanding of the meaning of operations with numbers, and how they relate to each other in modelling growth and change. <b>F • In • T • C • KC2</b></p> <p>5.8 Uses computational tools and strategies fluently and can estimate appropriately. <b>T • C</b></p>
	<b>Strand: PATTERN AND ALGEBRAIC REASONING</b>				
	<p>1.9 Recognises and constructs spatial and numerical patterns with concrete materials, continues these patterns and predicts what comes next. <b>F • T • C • KC1</b></p> <p>1.10 Represents and communicates spatial and numerical patterns. <b>F • C • KC2</b></p> <p>1.11 Describes and represents situations from personal and family experiences and interaction with the environment where there is change over time. <b>F • Id • In • T • C • KC2</b></p>	<p>2.9 Searches for, represents and analyses different forms of spatial and numerical patterns, and relates these to everyday life. <b>F • Id • T • KC1 • KC2</b></p> <p>2.10 Represents and communicates patterns with everyday and mathematical language, including symbols, sketches, materials, number lines and graphs. <b>C • KC2</b></p> <p>2.11 Uses materials, data and informal graphs to represent change. <b>F • C • KC2</b></p>	<p>3.9 Describes and generalises relationships between measurable attributes as patterns and explains the impact of varying one aspect of the relationship. <b>F • T • KC1 • KC2</b></p> <p>3.10 Analyses, creates and generalises numerical and spatial patterns and solves problems with such patterns. <b>T • C • KC6</b></p> <p>3.11 Uses mathematical representations to make connections and analyse change. <b>In • T</b></p>	<p>4.9 Analyses, creates and generalises numeric and visual patterns to solve problems in a range of applications. <b>F • T • KC1 • KC6</b></p> <p>4.10 Uses symbolic algebra to represent situations and manipulate the symbolic representations to solve problems involving linear equations and inequations; gives simple algebraic proofs. <b>T • C • KC6</b></p> <p>4.11 Models contextualised situation, making connections and analysing change. <b>In • T</b></p>	<p>5.9 Recognises equivalent forms of an expression, equation, function or relation; and recognises range of families of function, analyses parameter changes, and describes local and global behaviour of such functions. <b>In • T • C • KC1 • KC2</b></p> <p>5.10 Represents advanced functions with symbolic algebra, sketches, graphs and tables; solves problems by manipulating equations involving advanced functions. <b>T • C • KC6</b></p> <p>5.11 Uses a variety of mathematical models to make connections and analyse how things might change in both real and abstract contexts. <b>F • T • C • KC1</b></p>



*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: SPATIAL SENSE AND GEOMETRIC REASONING</b>			
<p>Children explore their social and natural environments, identifying and mathematically describing key features of shapes and objects around them. In the process they learn more about themselves and their integral relationship with the environments.</p> <p><b>Id • In • C • KC1 • KC2 • KC6</b></p>	<p>Students understand and appreciate the extent to which shape and structure help them to make sense of their world.</p> <p><b>F • Id • T</b></p>	<p>Students explore and analyse features in their immediate and extended environment in geometric terms. They compare perspectives of spatial sense and geometric reasoning in order to understand different human interactions with their environment.</p> <p><b>Id • In • T • KC1</b></p>	<p>Students plan, test and refine their geometric reasoning, understanding and language through critical analysis and conjecture, and use alternatives to validate and formalise proofs.</p> <p><b>T • C • KC2 • KC3 • KC6</b></p>
<p>Children explore and experiment with simple transformations to predict and change the orientation and position of figures and objects in their daily activities.</p> <p><b>In • C • KC6</b></p>	<p>Students explore and communicate the ideas and language of geometric change and transformation. They use combinations of mathematical transformations.</p> <p><b>T • C • KC2</b></p>	<p>Students analyse and understand the uses and purposes of flips (reflection), slides (translation), rotations and dilations to explore geometric relationships and alternative preferred possibilities in the physical world.</p> <p><b>F • T • KC1 • KC6</b></p>	<p>Students extend their geometric understanding and language through the use of different representational systems to solve complex spatial problems.</p> <p><b>In • T • C • KC2 • KC6</b></p>
<p>Children explain ways of representing themselves and familiar locations in spatial terms, and begin to think in geometric ways.</p> <p><b>Id • T • C • KC2</b></p>	<p>Students develop their capacity to think about and describe geometrical form, using a variety of spatial attributes, in more abstract and precise formulations.</p> <p><b>T • C</b></p>	<p>Students develop and extend their capacity to solve problems in multi-layered and abstract ways in order to produce accurate maps, graphs and models.</p> <p><b>T • C • KC6</b></p>	<p>Students gain confidence in their capacity to use symbolic forms to analyse mathematical situations and structures, and to establish and communicate proofs and envisage other possibilities.</p> <p><b>T • C • KC2</b></p>
<b>Strand: ANALYSING AND MODELLING CHANGE</b>			
<p><i>This strand is for Senior Years Band only</i></p>			<p>Students express personal ideas and analyse graphical representations. They make and justify predictions about relationships between variables, including variables involving a range of times and cultures.</p> <p><b>In • T • C • KC1 • KC2</b></p> <p>Students analyse change and rates of change in a range of contexts, and use experimental and theoretical data to make logical statements about these understandings.</p> <p><b>T • C • KC1 • KC2</b></p> <p>Students use and interpret relationships between variables as tools for analysing and modelling change, and to make reasonable predictions about future events.</p> <p><b>F • In • T • C • KC1 • KC6</b></p>
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: SPATIAL SENSE AND GEOMETRIC REASONING</b>				
	<p>1.12 Uses key spatial features to describe and represent 2-D and 3-D shapes from personal and community activities. <b>Id • In • C • KC2</b></p> <p>1.13 Uses simple transformations to orientate and move familiar objects and themselves when they are constructing, arranging and locating. <b>Id • C</b></p> <p>1.14 Uses everyday and positional language and makes informal maps to represent their location and familiar places. <b>In • T • C</b></p>	<p>2.12 Compares and analyses relationships between and within 2-D and 3-D shapes and objects to represent their world. <b>F • T • KC1 • KC2</b></p> <p>2.13 Predicts, describes and represents the result of using combinations of reflections (flips), translations (slides) and rotations when arranging shapes, searching for patterns and describing pathways. <b>T • C • KC1 • KC2 • KC6</b></p> <p>2.14 Uses positional language and measurements to formally map location and arrangements. <b>T • C • KC2</b></p>	<p>3.12 Describes and generalises spatial relationships within and between groups of 2-D and 3-D shapes and objects and appreciates their application in a range of cultural contexts. <b>Id • In • KC2</b></p> <p>3.13 Analyses the result of a series of flips, slides, rotations and reflections and translations and uses scales to undertake enlargements and reductions of figures and objects. <b>T • C • KC1</b></p> <p>3.14 Produces, uses and critiques scaled maps and plans and envisages alternative possibilities. <b>F • T • KC3</b></p>	<p>4.12 Identifies characteristics and properties of 2-D and 3-D shapes and understands how these have influenced the built environment. <b>In • KC1</b></p> <p>4.13 Identifies, represents and justifies one and two step geometrical transformations. <b>T • C • KC1</b></p> <p>4.14 Represents and uses location maps, pathways diagrams and network diagrams to describe current and possible future characteristics of the physical world. <b>F • T • KC1 • KC6</b></p>	<p>5.12 Makes and tests conjectures involving 2-D and 3-D shapes. <b>T • C • KC6</b></p> <p>5.13 Examines conjectures using geometric transformations. <b>T • C • KC6</b></p> <p>5.14 Selects and uses different representational systems to describe, analyse and interpret objects, pathways and arrangements. <b>T • C • KC1</b></p>
<b>Strand: ANALYSING AND MODELLING CHANGE</b>					
<p><i>As this strand begins at Year 10 there are no Outcomes before Standard 5</i></p>					<p>5.15 Draws, describes and justifies graphical relationships between variables. <b>T • C • KC2</b></p> <p>5.16 Describes change and varying rates of change and makes predictions when analysing graphical information. <b>T • C • KC2</b></p> <p>5.17 Uses and interprets relationships between variables as a tool for analysing and modelling change in a range of contexts. <b>F • In • T • C • KC1</b></p>

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: EARTH AND SPACE</b>			
Children collect, organise and share information online and offline about the aspects of their personal world that enable them and their family to live. <b>Id • T • C • KC1 • KC2</b>	Students analyse how the earth sustains life and understand and report that the earth is continually changing. <b>F • In • T • C • KC1 • KC2</b>	Students investigate, through fieldwork and research, the central importance of the earth's role in sustaining life and how changes impact on life; and understand the interaction of the atmosphere, the oceans and the earth's surface. <b>F • In • T • KC1 • KC3</b>	Students learn that the earth is composed of materials that are altered by forces within it and on its surface, and that affect the way it sustains life. They report on this to various audiences. <b>F • In • T • KC2</b>
Children identify sequences and cycles of natural events which are connected to their daily lives. <b>F • T • C • KC1</b>	Students use information and communication technologies and a variety of other resources to develop their own explanations about the relationship between the earth, sun and moon. <b>In • T • C • KC2 • KC7</b>	Students select and use observational instruments and digital and electronic technologies to develop understandings about structures and events in the universe. They appraise, and share opinions about, the ethics of space exploration. <b>F • In • C • KC2 • KC7</b>	Students explore and report on the structure and evolution of the universe, using a variety of resources including information and communication technologies. <b>In • C • KC2 • KC7</b>
<b>Strand: ENERGY SYSTEMS</b>			
Children investigate and research how electrical, light, heat, sound and movement energies are used in their homes and at school. <b>T • KC1</b>	Students identify some energy sources, critically analyse current patterns of energy use and write scenarios to describe how they and others could better use energy in the future. <b>F • Id • C • KC1 • KC2</b>	Students collect data about, and critique, their own patterns of energy use in terms of its environmental impact. <b>F • Id • C • KC1 • KC5</b>	Students critique key methods of energy conversion and energy use, and compare the extent of currently known sources with projected future needs. They identify changes necessary for sustainable energy transformation and use. <b>F • In • T • KC1</b>
Children pose questions, investigate and share ideas about the different ways in which simple devices operate. <b>T • C • KC1 • KC2 • KC6</b>	Students analyse and chart sequences of energy transfer through items such as toys, home appliances and personal transport. <b>T • C • KC1 • KC5</b>	Students use the concepts of force, energy and transfer of energy to investigate and explain phenomena and changing patterns of events in the natural world. <b>In • T • KC1 • KC2</b>	Students apply quantitative relationships between forces, energy and energy transfer in order to explore the properties of the physical world. <b>In • T • KC5 • KC6</b>
<b>Strand: LIFE SYSTEMS</b>			
Children investigate the features and behaviours of plants and animals through direct and virtual experience. They explain, and share with others, their understandings of the connections between living things, and between themselves and natural environments. <b>In • T • KC1 • KC2</b>	Students pose questions and seek explanations about the internal and external features of living things in order to better understand the supports of life in particular environments. <b>In • T • C • KC6</b>	Students develop a shared understanding of the characteristics and behaviour of living things and how they are interrelated and interdependent. They appreciate and report on the place of humans in the earth's ecology, and develop their understanding of, explore future possibilities for, and act to contribute to, sustainable environments. <b>F • In • KC1 • KC2 • KC3</b>	Students use explanatory models to research the interrelationships within and between individual cells and whole organisms, and the environments which sustain and influence them. <b>In • T • KC1</b>
Children reflect on the way people age in order to examine stages of growth and anticipate a range of preferred personal futures. They also explore the life cycles of other living things. <b>F • Id • KC1 • KC6</b>	Students construct and explain their ideas about the diversity of living things and how they reproduce and grow. They identify and communicate the importance of maintaining diversity of living things in order to sustain life on earth. <b>F • C • KC2</b>	Students examine the ways organisms reproduce, grow and change over generations. They engage with, and appreciate different positions on, ethical issues such as those associated with ecological sustainability and gene technologies. <b>F • In • T • C • KC1</b>	Students critically explore the function of genetic and environmental influences on life processes. They consider the ethics and impacts of human intervention in manipulating these influences, and of taking responsible action. <b>Id • In • T • KC1</b>
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

<b>Developmental Learning Outcomes</b> Birth–Age 3 & Age 3–Age 5	<b>At Standard 1,</b> towards the end of Year 2, the child:	<b>At Standard 2,</b> towards the end of Year 4, the student:	<b>At Standard 3,</b> towards the end of Year 6, the student:	<b>At Standard 4,</b> towards the end of Year 8, the student:	<b>At Standard 5,</b> towards the end of Year 10, the student:
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<b>Strand: EARTH AND SPACE</b>				
	1.1 Identifies and shares information about features of their natural and built local environment that affect living things, including themselves. <b>Id • T • KC1 • KC2</b>	2.1 Expresses ideas about changes that occur in their local environment, and considers implications for sustainable environments. <b>F • In • KC1 • KC2</b>	3.1 Describes the characteristics that sustain life on the earth and changes to these characteristics and their impact over time. <b>F • In • T • KC2</b>	4.1 Identifies and investigates changes, both natural and human-induced, on the earth and suggests ideas which encourage the preservation of the natural environment for all living things. <b>F • In • T • KC1 • KC6</b>	5.1 Researches and analyses contemporary theories about geological features, such as plate tectonics, and investigates their effects on sustaining life on earth. <b>F • In • T • KC1 • KC6</b>
	1.2 Compares the apparent position of the sun to patterns of behaviour in everyday life. <b>F • T • KC1</b>	2.2 Explores the apparent motion of the sun in relation to the earth and develops models of their understanding. <b>In • T • C • KC6</b>	3.2 Describes various components of the solar system and the effects of these on our everyday lives. <b>F • In • C • KC2</b>	4.2 Investigates and analyses astronomical features and changes as seen from the earth and debates the ways scientists examine and explain these. <b>F • In • C • KC2</b>	5.2 Critically examines theories of astronomy and how they have contributed to our understandings about the universe, and articulates personal theoretical preferences. <b>In • C • KC1</b>
	<b>Strand: ENERGY SYSTEMS</b>				
	1.3 Identifies sources of energy and describes the ways in which energy is used in daily life. <b>T • C • KC1 • KC2</b>	2.3 Identifies, plans and acts on ways in which they can better use energy in their lives. <b>F • In • C • KC1 • KC2</b>	3.3 Investigates and reports on patterns of energy use in the home, school and other places. <b>F • Id • C • KC1 • KC2 • KC5</b>	4.3 Investigates ways of obtaining, transferring and using energy (including from sustainable energy sources and from fossil fuels) for particular purposes. <b>F • C • KC6</b>	5.3 Analyses aspects of energy sustainability, including energy resources, energy production and distribution, and challenges for future 'worldwide' uses of energy. <b>F • In • KC1</b>
	1.4 Poses questions and explores the ways in which different objects move. <b>T • KC2</b>	2.4 Identifies, observes and describes energy transfer, such as light, sound, heat or movement, through common objects. <b>T • C • KC1 • KC2</b>	3.4 Uses the idea of force to describe and explain different ways of transferring energy. <b>In • T • KC2</b>	4.4 Plans and evaluates investigations that focus on the transfer and transformation of energy. <b>In • T • KC3</b>	5.4 Explains energy input/output devices using concepts of work, force and power, and explores, through investigations, various systems for the transfer and transformation of energy. <b>In • T • KC2</b>
	<b>Strand: LIFE SYSTEMS</b>				
	1.5 Investigates the features and needs of living things, and demonstrates an understanding of their interdependence with each other and the physical world. <b>In • T • C • KC1</b>	2.5 Explores relationships between living things by posing investigable questions about features and functions. <b>In • T • KC6</b>	3.5 Explains the inter-relationships between systems within living things, and between living things in ecological systems. They relate these ideas to the health of individuals and to threats to the sustainability of ecological systems. <b>F • Id • In • KC1 • KC2</b>	4.5 Investigates and explains the functioning of living systems from the microscopic to the macroscopic. <b>F • In • KC1 • KC2</b>	5.5 Interprets and uses information about the structure and function of living systems and their relationship to survival of ecosystems. <b>In • T • KC1</b>
	1.6 Explores their own stages of growth and those of other living things. They develop personal future timelines. <b>F • Id • C • KC6</b>	2.6 Communicates understandings of life cycles and the importance of diversity for the future. <b>F • T • C • KC2</b>	3.6 Identifies, analyses and communicates confidently the similarities and differences in the ways that living things reproduce, and considers the ethics of related issues. <b>F • T • C • KC1 • KC2</b>	4.6 Explores how living things have changed over geological time and debates the value of species diversity and the ethics of human intervention. <b>F • T • C • KC2 • KC6</b>	5.6 Applies theories and conceptual frameworks associated with evolution, biodiversity, genetics, and the cycling of energy and matter in biological and physiological systems. <b>In • T • KC1</b>

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: <i>MATTER</i></b>			
<p>Children look for patterns and properties in common materials, and use appropriate terminology to talk about how they use and reuse these materials. <b>T • C • KC2 • KC5</b></p> <p>Children use past experiences and understandings to contribute ideas for ‘fair tests’ to investigate changes in common materials. <b>In • T • KC1 • KC6</b></p>	<p>Students plan, design and carry out investigations to determine the properties of materials, and present their findings. <b>T • C • KC3</b></p> <p>Students study and report on the stability and changes that occur in materials in and around their homes and relate these to processes, attitudes and future needs. <b>F • C • KC2</b></p>	<p>Students communicate understandings about the properties and personal uses of materials. They research future availability of earth materials for human use, and explore possible sustainable alternatives to current patterns of use. <b>F • In • T • C • KC1 • KC2 • KC6</b></p> <p>Students pose questions to investigate ways in which physical and chemical processes can be altered in order to achieve desirable outcomes, such as food preservation. <b>T • C • KC1</b></p>	<p>Students use appropriate theories to explain the properties of similar and dissimilar materials and how these properties determine uses. <b>In • T • KC2</b></p> <p>Students investigate and critique new materials technologies and appraise and report on their likely impact on themselves and future generations. <b>F • T • KC1 • KC2 • KC6</b></p>
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
▼	Strand: <b>MATTER</b>				
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<p>1.7 Identifies properties of materials that are observable through the senses and recognises the uses of these materials. <b>T • C • KC1</b></p> <p>1.8 Identifies and predicts materials that change and do not change. <b>T • KC1</b></p>	<p>2.7 Designs an investigation to explore properties of common materials, explaining why they have particular uses. <b>T • C • KC2 • KC3 • KC6</b></p> <p>2.8 Predicts, investigates and describes changes in common materials when acted upon in various ways. <b>F • C • KC6</b></p>	<p>3.7 Describes the structure of some common materials, explains how materials are used for different purposes, and understands their impact on the environment. <b>F • In • T • C • KC1 • KC2</b></p> <p>3.8 Uses the changes in properties and uses of materials in product life cycles. <b>T • C • KC1</b></p>	<p>4.7 Compares properties of materials before and after physical or chemical change by planning, conducting, evaluating and communicating an investigation. <b>In • T • C • KC1 • KC2 • KC3</b></p> <p>4.8 Recognises and describes conditions that influence reactions or change in materials. <b>T • C • KC1 • KC2</b></p>	<p>5.7 Uses the particle model to explain physical and chemical properties and change of matter. <b>In • T • KC2</b></p> <p>5.8 Classifies chemical reactions and identifies their importance in providing materials for present and future generations. <b>F • T • KC1</b></p>

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: TIME, CONTINUITY AND CHANGE</b>			
<p>Children explore their family, community, local environments and society, in order to understand the common threads in human experiences which shape individual and collective identities. <b>Id • In • C • KC1 • KC6</b></p> <p>Children begin to develop skills in analysing and representing the concept of time—present, past and future. <b>F • T • C • KC1 • KC2</b></p> <p>Children link personal and community histories with broader social issues, events and changes in Australia and the world, in order to develop and value a sense of heritage and to imagine the future. <b>F • Id • T • C • KC1</b></p>	<p>Students investigate earlier times to gain a general understanding of Australia's history and diverse heritage in the context of significant world events. <b>Id • In • KC1</b></p> <p>Students use timelines, calendars and diagrams to illustrate and sequence events and processes, genealogies and kinship systems. <b>T • C • KC3 • KC5</b></p> <p>Students recognise the importance of collecting and evaluating information and source material as evidence, consider other points of view, and arrive at justifiable conclusions. <b>T • C • KC1</b></p>	<p>Students investigate and analyse events, ideas, issues and lives of people in their local community, nation and the world, identifying patterns, changes, continuities and possible futures. <b>F • Id • C • KC1 • KC5 • KC6</b></p> <p>Students gather, research, analyse, evaluate and present information from a variety of sources to show understanding of particular times or events, from a range of perspectives. <b>T • C • KC1 • KC2</b></p> <p>Students work cooperatively with others or in teams to discuss points of view and arguments about particular events or issues in order to consider the values associated with them and to explore ways in which future change or continuity can be influenced. <b>F • T • C • KC2 • KC4 • KC6</b></p>	<p>Students critically analyse continuities and discontinuities over time, and reflect upon the power relationships which shape and are shaped by these. <b>F • In • T • KC1</b></p> <p>Students research a range of primary and secondary sources to critically analyse, contextualise, evaluate and justify explanations of issues, events and patterns. <b>T • C • KC1 • KC2</b></p> <p>Students evaluate and interpret evidence of the effects of human motives and actions over time. They critically analyse underlying values and present learning in genres appropriate to particular purposes. <b>In • T • C • KC1 • KC2</b></p>
<b>Strand: PLACE, SPACE, ENVIRONMENT</b>			
<p>Children develop and show their understandings of the significance of places and resources. They examine different ways in which places and resources are used to satisfy needs and wants. <b>Id • In • KC1 • KC2</b></p> <p>Children develop skills to represent real and virtual place and space as they discuss interactions between people and their environments. <b>C • KC2</b></p> <p>Children develop an understanding of the concepts of sustainability, conservation and care of resources and places, and take action consistent with these. They assess the ways in which values affect behaviour. <b>F • In • T • KC1 • KC6</b></p>	<p>Students examine natural and social environments in local and global communities, analysing patterns, systems and relationships. <b>In • T • KC1</b></p> <p>Students use a range of resources and technologies to gather and present information. They develop mapping and graphing skills to represent observable features in the environment. <b>T • C • KC1 • KC2 • KC5 • KC7</b></p> <p>Students consider sustainability and care of resources and places as they explore how people's attitudes and values affect their interactions with natural features and cycles. <b>F • In • KC6</b></p>	<p>Students analyse spatial associations in Australian and other regions, according to such factors as location, natural and built features, changing populations, employment, resources, transport and government decisions. They consider critically the differentials in power and access of individuals and groups in relation to valued community resources. <b>F • In • T • KC1 • KC5</b></p> <p>Students access, investigate, interpret and represent information from fieldwork, electronic systems and other research, in order to explain local and global interactions and relationships between people and environments. <b>In • T • C • KC1 • KC2</b></p> <p>Students discuss environmental, conservation or resource issues, and individually and/or in teams collaboratively develop strategies to bring about positive change in the local community. <b>F • In • T • KC2 • KC4 • KC6</b></p>	<p>Students critically analyse the relationships between interactions and flows of people, ideas, energy and resources. They experience the resultant patterns, on a variety of scales and contexts, within an equity framework. <b>In • T • KC1</b></p> <p>Students work independently, in groups, and in teams, using inquiry skills to collect, critically analyse and organise data on how individuals and groups make decisions about natural and built environments. They represent their findings through a range of oral, written, visual and electronic forms. <b>In • T • C • KC1 • KC2 • KC4 • KC7</b></p> <p>Students examine social and natural environments, including Australian and international examples of unique and fragile natural environments. They develop a critical understanding of past and present management and mismanagement of land systems. They analyse current practices, and suggest criteria or strategies to assess and affect possible future practices. <b>F • In • T • KC1 • KC6</b></p>
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			



<b>Developmental Learning Outcomes</b> Birth–Age 3 & Age 3–Age 5	<b>At Standard 1,</b> towards the end of Year 2, the child:	<b>At Standard 2,</b> towards the end of Year 4, the student:	<b>At Standard 3,</b> towards the end of Year 6, the student:	<b>At Standard 4,</b> towards the end of Year 8, the student:	<b>At Standard 5,</b> towards the end of Year 10, the student:
<b>Strand: TIME, CONTINUITY AND CHANGE</b>					
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	1.1 Identifies differences between their life and the lives of other generations in their society and explains some reasons for this. <b>Id • In • C • KC1</b>	2.1 Examines information from a range of sources about people in different periods of time and places in Australia, and interprets them in relation to historical events. <b>In • KC1</b>	3.1 Identifies and explains sequences of change that have occurred in Australia over time, and recognises various perspectives on events. <b>F • T • C • KC1 • KC2 • KC3</b>	4.1 Suggests and justifies reasons why groups of people in societies, countries or civilisations have undergone changes in wealth and/or their ability to sustain natural resources. <b>F • T • C • KC2</b>	5.1 Critically analyses different interpretations of events, ideas and issues, including an understanding of the relationship between power and historical representation. <b>In • T • KC1</b>
	1.2 Presents events and life stages in sequence. <b>F • T • C • KC2</b>	2.2 Describes and records ages and sequences using timelines, calendars and flow-charts to present historical information. <b>T • C • KC2 • KC5</b>	3.2 Researches and discusses the importance of understanding events and ways of life of some past periods, using primary and secondary sources. <b>T • C • KC1 • KC2</b>	4.2 Recognises diversity within and between primary and secondary sources, and critically analyses why and how sources can be interpreted differently. <b>T • C • KC1</b>	5.2 Researches and analyses primary and secondary sources to contextualise, justify and act on the basis of their interpretation of an issue, event or pattern. <b>In • T • C • KC1</b>
	1.3 Identifies and values aspects of environments, and of family and community ways of life, that have endured or changed, and makes predictions about the future in relation to these. <b>F • In • T • KC1 • KC6</b>	2.3 Analyses aspects of people's lives and heritages in relation to broader social issues and events, and imagines future possibilities. <b>F • Id • T • C • KC1</b>	3.3 Explains why local and international communities have changed and are likely to change in the future. <b>F • T • C • KC2</b>	4.3 Interprets people's motives and actions from perspectives of power, and relates this to future possibilities, using a historical or contemporary event or issue. <b>F • T • C • KC1</b>	5.3 Explains and justifies a position on continuing and changing aspects of societies, including underlying values, ways to influence the future, and how these are connected to responsible decision-making and action. <b>F • In • T • C • KC2</b>
	<b>Strand: PLACE, SPACE, ENVIRONMENT</b>				
	1.4 Explains and communicates how people interact and identify with environments. <b>Id • In • KC2</b>	2.4 Shows and reports on understanding of the interrelationships between natural and built environments, resources and systems. <b>In • T • KC2</b>	3.4 Identifies and describes significant resources, explains the threats which endanger them, and suggests strategies to combat threats. <b>F • In • T • KC1 • KC2 • KC6</b>	4.4 Describes places in Australia and elsewhere according to their location, natural and built features, and population and resources. Students explain inter-relationships, including the effects of human modifications. <b>F • In • T • KC1 • KC2</b>	5.4 Analyses and justifies personal views about similarities and differences between regions, in Australia and globally, identifying factors which shape dominant natural, sociocultural, political, economic and environmental contexts. <b>In • T • KC1 • KC2</b>
	1.5 Represents and categorises features of places and resources, using maps, contextual language and models. <b>C • KC2 • KC5</b>	2.5 Uses symbols, maps, models and flow-charts to describe the location of places and demonstrate relationships. <b>T • C • KC2</b>	3.5 Interprets and represents data about natural and built environments, resources, systems and interactions, both global and local, using maps, graphs and texts. <b>In • T • C • KC1 • KC2 • KC5</b>	4.5 Hypothesises, then collects, records, organises and evaluates data from fieldwork, print and electronic sources, in order to analyse local and global, environmental or socio-economic issues. <b>In • T • C • KC2 • KC5 • KC6 • KC7</b>	5.5 Reports on an issue related to people's sustainable use of resources or places, after critically analysing information from multiple sources and discussing the political implications of decisions. <b>In • T • C • KC1 • KC2</b>
	1.6 Participates actively in projects to show understanding of the importance of caring for local places and natural environments. <b>F • In • T • KC3 • KC4</b>	2.6 Understands that people cause changes in natural, built and social environments, and they act together in solving problems to ensure ecological sustainability. <b>F • In • KC6</b>	3.6 Identifies factors affecting an environmental issue, and reports on ways to act for sustainable futures. <b>F • In • T • KC1 • KC2</b>	4.6 Identifies and describes ways that places and natural environments are valued or threatened, and discusses strategies related to ecological sustainability. <b>F • In • T • KC2 • KC6</b>	5.6 Researches and evaluates plans for the development of a place or resource, and reports on outcomes on the basis of ecological sustainability. <b>F • In • T • C • KC1</b>

*EARLY YEARS BAND (R–2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
<b>Strand: SOCIETIES AND CULTURES</b>			
Children explore, identify, recognise, and learn to respect and value, the shared and unique characteristics of individuals, developing an understanding of the diverse values, beliefs and practices of groups of people. <b>Id • In • C</b> • KC1	Students discuss and examine the cultural heritages of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities. They explain how cultural ideas and practices affect us all. <b>Id • T • C</b> • KC1 • KC2	Students analyse critically the ways in which communities in Australia and other countries seek both to maintain social cohesion and foster cultural diversity. Using these insights, they consider and develop strategies for preferred futures. <b>F • Id • T • C</b> • KC1 • KC6	Students investigate how and why societies and cultures develop and change over time. They explore the effects of these changes on individual and group identities. <b>Id • In • T • C</b> • KC1 • KC6
Children identify and explore patterns in the traditional stories, practices and present day lives of Indigenous and non-Indigenous Australians, and peoples elsewhere in the Asia-Pacific region. <b>F • In • C</b> • KC1 • KC6	Students enhance their skills in learning from, and communicating and interacting with, groups, including Aboriginal and Torres Strait Islander communities. They do this to value cultural diversity and play a part in Reconciliation. <b>In • T • C</b> • KC2	Students develop research and social skills that promote recognition and appreciation of the heritage of Australia's Aboriginal and Torres Strait Islander peoples and other groups. They develop the capacities to identify and counter prejudice and contribute to Reconciliation. <b>F • T • C</b> • KC1	Students research and critically analyse issues affecting their own, as well as other societies' cultures. They do this through listening to speakers, planning and conducting interviews and social surveys, and using other methods of inquiry involving members of particular groups and institutions in society. <b>In • T • C</b> • KC1 • KC3
Children identify, respect and value positive aspects of their personal culture, beliefs and identity, and develop understandings of those of others. <b>Id • In • T • C</b> • KC1	Students identify, clarify and analyse the values embedded in their and others' actions, and in media reports on contemporary events. <b>Id • T • C</b> • KC1	Students analyse situations and act responsibly to enhance the democratic and human rights of individuals and groups, and to counter prejudice, racism, harassment or oppression. <b>In • T • C</b> • KC1	Students communicate and act upon their understanding of a range of cultural and societal practices, beliefs and values, and develop strategies to counter discrimination and stereotyping. <b>F • In • T • C</b> • KC1 • KC2 • KC6
<b>Strand: SOCIAL SYSTEMS</b>			
Children examine and discuss how communities are organised to provide goods and services for people to meet their current and future needs. <b>F • In • C</b> • KC1 • KC2	Students examine and analyse elements of the social systems of which they are part, and question how these systems are connected, organised and function to meet needs. <b>In • T • C</b> • KC1	Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time. <b>F • In • T • C</b> • KC1	Students research the structure and operation of political, legal and economic systems in Australia and elsewhere to identify ways that particular groups or individuals are advantaged or disadvantaged. They develop strategies to effect change. <b>F • In • T • C</b> • KC1 • KC6
Children investigate and communicate understandings of the variety of ways communities and societies meet people's needs for goods and services. <b>In • T • C</b> • KC1 • KC2	Students begin to understand the importance of data collection for social decision-making, and develop skills of investigation, collection, analysis and presentation of data in various ways in order to achieve identifiable outcomes. <b>In • T • C</b> • KC1 • KC2 • KC5	Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify Key Ideas, justify positions, predict outcomes and suggest enterprising solutions. <b>In • T • C</b> • KC1 • KC4 • KC6	Students individually and in teams critically analyse current social issues from a range of perspectives, including historical, future, social, cultural, economic and political, using a wide variety of source material. <b>F • In • T • C</b> • KC1 • KC4
Children participate in appropriate decision-making and negotiation. They recognise that rules affect aspects of life. <b>In • T • C</b> • KC2 • KC3 • KC4	Students examine different kinds of decisions that are made by people. They analyse who makes these decisions, why they are made and what impacts they have on various groups in society, considering fairness for all. <b>F • In • T • C</b> • KC1	Students negotiate and agree on roles, responsibilities and alternative courses of action in order to achieve goals relating to human rights, democracy, equity, social justice and sustainable environments, at school and in the wider community. <b>In • T • C</b> • KC2 • KC3 • KC6	Students research contemporary issues such as the effects of globalisation on cultures, countries, and particular groups and individuals. They consider alternative futures which might improve the quality of life for themselves and others, selecting and using appropriate media to report their findings. <b>F • In • C</b> • KC1 • KC6 • KC7
<p>* The R–2 Key Ideas build upon the Birth–Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

<b>Developmental Learning Outcomes</b> Birth–Age 3 & Age 3–Age 5	<b>At Standard 1,</b> towards the end of Year 2, the child:	<b>At Standard 2,</b> towards the end of Year 4, the student:	<b>At Standard 3,</b> towards the end of Year 6, the student:	<b>At Standard 4,</b> towards the end of Year 8, the student:	<b>At Standard 5,</b> towards the end of Year 10, the student:
<b>Strand: SOCIETIES AND CULTURES</b>					
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> <li>Children develop trust and confidence. <b>F • Id</b></li> <li>Children develop a positive sense of self and a confident personal and group identity. <b>Id • In</b></li> <li>Children develop a sense of being connected with others and their worlds. <b>F • Id • In</b></li> <li>Children are intellectually inquisitive. <b>F • T • C</b></li> <li>Children develop a range of thinking skills. <b>F • T • C</b></li> <li>Children are effective communicators. <b>T • C</b></li> <li>Children develop a sense of physical wellbeing. <b>Id • In</b></li> <li>Children develop a range of physical competencies. <b>Id</b></li> </ul>	<p>1.7 Understands that, although all people are unique, they also have characteristics in common, and contribute in a variety of ways to their local and wider communities. <b>Id • In</b></p>	<p>2.7 Describes the diversity of practices, customs and traditions of groups and communities. <b>Id • T • C • KC2</b></p>	<p>3.7 Considers factors which contribute to personal and group identity and social cohesion, and valuing cultural diversity within and outside Australia. <b>Id • In • T • KC1</b></p>	<p>4.7 Investigates and analyses the causes of disharmony or conflict in Australia's multi-cultural society, and suggests strategies for peaceful resolution of disputes. <b>F • Id • T • KC1 • KC6</b></p>	<p>5.7 Critically examines through research, and justifies personal views on, particular social, political and economic beliefs, concepts, policies and practices. <b>Id • In • T • KC1 • KC2</b></p>
	<p>1.8 Listens to and retells local Aboriginal stories and stories from cultures other than their own, and explains their relevance for Australians. <b>F • In • C • KC2</b></p>	<p>2.8 Describes the diversity amongst Aboriginal and Torres Strait Islander peoples and their cultures, past and present, and moves for Reconciliation. <b>F • T • C • KC2</b></p>	<p>3.8 Learns from rural and urban Aboriginal peoples and other minorities about their histories and present day experiences, and acts to counter prejudice. <b>F • T • C</b></p>	<p>4.8 Demonstrates critical understanding of their own cultural practices in comparison to the histories, cultures and present day experiences of rural and urban Aboriginal groups, and acts for Reconciliation. <b>F • T • C • KC1 • KC2</b></p>	<p>5.8 Identifies and analyses complex social, cultural and environmental issues and strategies, including self-management and land protection, that are important to local and other Aboriginal peoples today. <b>Id • In • T • C • KC1</b></p>
	<p>1.9 Demonstrates a capability to see and value points of view other than their own. <b>Id • T</b></p>	<p>2.9 Participates in and shares cultural experiences and events in the wider community, and analyses values embedded in them. <b>Id • T • C • KC1 • KC2</b></p>	<p>3.9 Demonstrates responsible and respectful participation in group discussion and, in a team, plans and negotiates social action to enhance human rights in community contexts. <b>In • T • C • KC2 • KC3 • KC4</b></p>	<p>4.9 Researches and engages with others to enhance ethical behaviour in relation to the human rights of individuals and groups, within and across groups, cultures or countries. <b>In • T • C • KC1</b></p>	<p>5.9 Analyses and demonstrates critical understanding of prejudice as a social construction, and acts to counter discrimination through individual knowledge, attitudes and actions. <b>Id • T • C • KC1 • KC2</b></p>
	<b>Strand: SOCIAL SYSTEMS</b>				
	<p>1.10 Describes the meaning of 'needs' and 'wants', and identifies how people cooperate in society to meet current and future needs. <b>F • In • KC1</b></p>	<p>2.10 Describes examples of the provision of goods and services in societies, past and present, and proposes alternatives for the future. <b>F • In • T • KC2</b></p>	<p>3.10 Describes examples of forms and structures of Australian and other governments over time in terms of how they impact on people's lives. <b>In • T • KC1</b></p>	<p>4.10 Analyses differences between political, legal and social systems and people's rights and responsibilities, using personal and other examples. <b>In • T • KC2</b></p>	<p>5.10 Compares features of economies, in terms of power, equity and justice, in relation to how they impact on national systems, individuals and environments in poor and rich countries. <b>In • T • C • KC1</b></p>
	<p>1.11 Identifies the sources of some goods and services, and can explain the ways our daily living depends on them. <b>In • T • C • KC1</b></p>	<p>2.11 Identifies and critically examines work, paid and unpaid, of people whose roles involve providing goods or services for a community. <b>In • T • C • KC1</b></p>	<p>3.11 Analyses an example of the flows in provision of a product or service, including links to resources, money, transport, technology and communication, considering fairness for human and environmental sustainability. <b>In • T • C • KC1</b></p>	<p>4.11 Identifies factors that should be analysed by consumers, producers and governments regarding their decisions about goods and services, including people's work. <b>In • T • C • KC1</b></p>	<p>5.11 Critically analyses ways in which change can be achieved through political and legal systems and processes. <b>F • In • T • KC1</b></p>
	<p>1.12 Takes an active part in making decisions to achieve goals while listening to, negotiating, and cooperating with others, and showing awareness of rights, responsibilities and rules. <b>In • T • KC3 • KC4</b></p>	<p>2.12 Describes and participates in decision-making processes and interprets the effects of decisions on people. <b>F • In • T • C • KC2 • KC3</b></p>	<p>3.12 Recognises that individuals, groups or systems hold different views, values and beliefs, and identifies those which contribute to the common good. <b>In • T • C • KC1</b></p>	<p>4.12 Participates in activities to demonstrate how ethical practices can be undertaken at school, in the community, and within business and government systems. <b>In • T • C • KC2</b></p>	<p>5.12 Critically analyses the ethical and non-ethical practices of powerful corporations or governments in relation to less powerful nations, and Indigenous and other minorities. They discuss and propose strategies to ensure preferred futures. <b>F • In • C • KC1</b></p>

